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ABSTRACT

Information concerning Maryland's 17 community colleges and the Maryland State Board for Community Colleges (SBCC) is presented as a guide for the development of instructional programs, capital facilities, budgetary projections, and evaluation activities. The report first analyzes the success the Maryland community colleges have enjoyed in the areas of student goal achievement, faculty competence, local support, geographic access, quality of facilities, and comprehensive curriculum development. Special problems are then discussed, including current fiscal constraints, the decline of the liberal arts, increases in reporting and regulations, and the maintenance of low tuition rates. Subsequent sections present enrollment projections; a discussion of the status of instructional programs, including transfer, vocational, adult, and community education programs; and an examination of current operating expenses and present and projected requirements for facilities. Objectives and goals for the SBCC and for the colleges themselves are then enumerated, followed by a description of the three major policy directions to be followed in fiscal year 1981: improvement of inadequate funding, energy conservation, and reduction of deferred maintenance. The report then profiles each of the colleges in terms of programs and facilities and discusses the attainment of SBCC's objectives. (JP)

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State Plan for Community Colleges in Maryland

FISCAL YEARS 1981-1986

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Maryland State Board for Community Colleges
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May 1, 1980

TO: The Honorable Harry Hughes, Governor of Maryland
The Honorable Louis L. Goldstein, Comptroller of the Treasury
The Honorable William S. James, State Treasurer
The Honorable Thomas W. Schmidt, Secretary
Department of Budget and Fiscal Planning
The Honorable Constance Lieder, Secretary
Department of State Planning
The Honorable James Clark, Jr., President of the Senate
The Honorable Benjamin L. Cardin, Speaker of the House
The Maryland General Assembly
Dr. Sheldon H. Knorr, Commissioner
State Board for Higher Education
The Community College Boards of Trustees

It is with great pleasure that the members of the State Board for Community Colleges present to you the State Plan for Community Colleges in Maryland Fiscal Years 1981-1986. This Plan is an update of the FY 1980-1985 State Plan and is intended to satisfy the requirements of the Executive Planning Process. The Plan outlines the strengths and problem areas facing community colleges, focuses on goals and objectives of the State Board for Community Colleges, and provides detailed planning information relating to Maryland's seventeen community colleges.

Insofar as it is possible, this Plan is consistent with the Maryland Statewide Plan for Postsecondary Education of the State Board for Higher Education and the Maryland State Plan for the Administration of the Vocational-Technical Education Programs of the Maryland State Department of Education, Division of Vocational-Technical Education. The community college Plan is a working document and used as a guide for the instructional program development, capital facilities requirements, budgetary projections, and evaluation activities necessary to assure quality education.

The community college Presidents have reviewed this Plan and comments have been requested from the State Board for Higher Education, the Division of Vocational-Technical Education of the State Department of Education, and the State Advisory Council on Vocational-Technical Education. However, the contents of this Plan are, as they must be, the sole responsibility of the State Board for Community Colleges.

Sincerely yours,

Samuel P. Massie

Samuel P. Massie, Jr.
Chairman

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES

STATE PLAN

FOR

COMMUNITY COLLEGES IN MARYLAND

FISCAL YEARS 1981-1986

Presented to

HIS EXCELLENCY, THE GOVERNOR

COMPTROLLER OF THE TREASURY

STATE TREASURER

THE DEPARTMENT OF BUDGET AND FISCAL PLANNING

THE DEPARTMENT OF STATE PLANNING

THE GENERAL ASSEMBLY

THE STATE BOARD FOR HIGHER EDUCATION

THE COMMUNITY COLLEGE BOARDS OF TRUSTEES

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State of Maryland

ANNAPOLIS, MARYLAND

MAY 1980

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I. EXECUTIVE SUMMARY

MISSION

The mission of the State Board for Community Colleges is to coordinate and maintain a quality community college system.

The mission of the community colleges is to provide quality transfer and career programs, continuing education, and community service at a low tuition in response to local education needs.

IMPORTANT LIMITS OF MANDATE

The State Board for Community Colleges is a coordinating agency for the seventeen locally governed community colleges. The Board has developed general policies and procedures for community college operations in the areas of programs, finance, and facilities.

The community college local boards are responsible for providing governance of the institutions. There are important advantages to having locally governed community colleges, and the State Board for Community Colleges encourages a continued emphasis on local governance. An effective two-year college requires local orientation to community needs, and this is best accomplished when critical decisions are made by those who live close to the institution and the geographical area it serves. Evidence that proximity in decision making has led to success can be seen in the tremendous growth in occupational programs designed to provide training for employment in the county or region. The local boards monitor the continual refinement of courses in response to shifting demands of local employment.

GOALS

It is the goal of the State Board for Community Colleges to provide planning, coordination, service, and leadership in maintaining a quality community college system.

The goals of the community colleges are:

1. To provide a basic education in the liberal arts;
2. To provide quality comprehensive career programs, courses, and student services;

3. To provide quality comprehensive transfer programs and student services;

4. To provide quality continuing education courses and community service activities;

5. To provide equal access to community colleges for eligible Maryland citizens;

6. To provide efficient community college operations without impairing the quality of services;

7. To assist economic development through cooperation with business and industry in meeting education and training needs.

BENEFIT TO THE STATE

Attainment of community college goals will provide three major benefits: personal, cultural, and economic. Community colleges provide the opportunity for students to grow in knowledge and in ability to comprehend, analyze, and evaluate. In general, education increases student openness to new ideas, enhances the ability to deal with complex issues, and deepens appreciation for the arts. (Bowen, 1977) In addition, there is research evidence that education leads to a continued propensity to gain knowledge after leaving college.

Maryland receives cultural benefits from community colleges through greater involvement and interest in political affairs, reduced unemployment, increased social mobility, and more participation in community activities. Economic benefits from community colleges include increased productivity, higher personal income, and a more attractive climate for the development of new business. State Board for Community Colleges research has indicated that 86 percent of the employed former community college students work in Maryland and that the average community college student will receive a 25 percent return on his or her investment in college during a lifetime.

CURRENT GOAL ACHIEVEMENT

Goal achievement is described below for each of the community college goals.

1. Students are required by the Maryland Standards for Two-Year Colleges to complete fifteen credits of arts and science courses in order to receive an associate in arts degree. However, the achievement of the liberal arts goal is threatened by low enrollment and high costs in certain disciplines, especially in the humanities. For example, the cost per credit hour to teach literature is higher than the cost per credit hour for accounting and law enforcement.

2. The achievement of career goals can be illustrated by the fact that 79 percent of the students became employed when career development was their objective. Over four-fifths of the students report that their community college

education increased their theoretical understanding as well as job skills. Nearly half of the community college students are employed while attending college.

3. The achievement of transfer goals can be illustrated by the fact that 76 percent of the students transferred when transfer was their reason for attending a community college. Over half of the students report that they lost no credits in the transfer process, and 58 percent earned an average grade of "B" or better in their transfer institution.

4. In Fall 1979, thousands of citizens enrolled in over 3,000 continuing education courses, some of which receive State support. Ranging from accounting to X-ray technology, these courses provide education to many older and returning students for both career development and personal enrichment.

5. With over 99 percent of the Maryland population living in the counties served by community colleges, access is a key strength of the community college system. Reaching beyond the campus, the community colleges offer courses in satellite centers that are close to the students.

6. While efficiency is an elusive concept in an organization where results may be difficult to measure, steps have been taken toward this goal. Colleges have evaluated and deleted obsolete programs, hired part-time faculty, shared computer programs, and maintained a student-faculty ratio of 20:1. There is also a discipline cost analysis which enables colleges to relate costs with benefits.

7. Goal seven is new in the Plan, and goal achievement therefore will be addressed in subsequent plans.

PROBLEMS IMPEDING PROGRESS

There are several critical problems that hinder the achievement of the community college goals.

Inadequate funding is the number one problem in the Maryland community college system. Pressures for increased expenses result from higher costs for energy, low employee turnover (moving more persons to higher ranks), a demand for higher wages, and the labor-intensive nature of colleges with about 80 percent of expenses going for compensation. Factors that inhibit increases in revenue include a decline in the number of high school graduates; slower overall population growth in Maryland; and desire among some citizens to slow the growth in government spending.

Second, there has been a growing trend to view education only in terms of its immediate and measurable results. Some of the results of education are subtle and cannot be assessed through grades, income, or degrees. The problem lies in an attitude

that things not immediately measurable are not worthy of investment. Evidence of such a trend can be seen in attempts to find specific learning objectives for every educational outcome. Maryland House Joint Resolution 119 requests that agencies submit a statistical summary with their budgets. The summary should show "measures of program output and cost, such as (a) members or persons served or units produced; (b) cost per person or cost per unit." Many journals have reported cost benefit analyses, studying how much more a person can expect to earn with increasing education.

Third, there seems to be a slow but steady strangulation of education by rules, forms, and paperwork. Frustration with multiple regulations and the high cost of compliance led the presidents of four private universities to sign a "1976 Declaration of Independence" from the federal government. The State Board for Community Colleges Bulletin printed an open letter to President Carter urging him to curb the growing burden. On the brighter side, the State Board for Higher Education has eliminated seven HEGIS forms in the last few years.

CONSEQUENCES OF NOT RESOLVING PROBLEMS

There are three major consequences that can be expected if the above problems are not dealt with in a reasonable time. First, tuition is likely to rise if State aid remains constant and normal inflation continues. Increases in tuition will then have the effect of reducing access, since as the tuition rises fewer students will be able to afford the cost of attending college. Rising tuition also has a disproportionate impact on black families whose income is only about two-thirds as high as whites.

Second, the quality of education will be reduced. As resources are constrained, important college services are curtailed. Counseling services may be cut, giving students fewer opportunities to assess their skills and plan their programs. Faculty may face teaching overloads, reducing time to work with individual students and develop improved course materials. Institutional research may be eliminated, depriving the college of the studies that can assist in prudent planning, decision making, and evaluation.

Third, there will be a shallow educational process concerned only with immediate and measurable results. While employment and degrees are clearly important, college provides an opportunity for persons to discover their potential and stir new interests. For example, a student may enroll in nursing only to find that her interests and skills are not a good match with the allied health professions. However, the same student may take a photography course that stimulates a life-long interest. Such a student cannot be viewed as one who failed to complete a program, but as one who succeeded in discovering talents and values.

MAJOR ACTIONS

The State Board for Community Colleges intends to undertake three major actions: seeking a change in State funding, implementing energy conservation, and deferred maintenance measures.

COMMUNITY COLLEGE FUNDING

The State aid rate for Maryland community colleges was last increased in FY 1978. The previous change in the formula was in FY 1972. In 1979, the Governor and the Joint Chairmen's Report of the General Assembly requested that the State Board for Community Colleges conduct a study of community college funding. The State Board for Community Colleges, the Maryland community college Presidents, and the Commissioner of Higher Education examined 15 funding alternatives. The approach that was ultimately recommended to the Governor provided State aid to community colleges in relation to the State General Fund expenditures per full-time equivalent student in the State college system. A somewhat higher aid rate was proposed for smaller community colleges. The Governor instead proposed a $50 increase in the State aid rate and continued analysis of the funding problem by the Task Force to Study State-Local Fiscal Relationships.

Inadequate funding is the number one problem in the Maryland community college system. The combination of stable enrollments, high inflation, and a fixed aid formula has precipitated a serious problem. Unless the level and procedure for funding are changed, the projected enrollment declines in the 1980s could be quite damaging to the community college system. The State's share of support for community colleges is set at 50 percent in the Education Article. However, the dollar amount is limited to 50 percent of $1,600 per full-time equivalent student for most colleges. In FY 1979, the average cost per full-time equivalent was $2,103, 31 percent above the ceiling for most community colleges. As the State's share of the cost declines, the student and the local shares must increase.

Community colleges have already dealt with the consequences of the erosion in the State share of support. They have increased tuition, left administrative vacancies unfilled, and formed committees to search out every available way to cut costs. Because of these previous cost reductions, the consequences of a further decline in State support will be severe. Colleges will be forced to postpone certain equipment and maintenance expenditures, to provide little or no salary increases, and to delay development of instructional programs. One clear example of the damage to program development is the need for word processing equipment in the secretarial science curricula. Within a few years, word processing skills will be a prerequisite, but no community college in Maryland currently has adequate sophisticated word processing equipment available for instruction.

Inadequate funding is the number one problem in the Maryland community college system, and the State share must be increased to insure the survival of some colleges and the quality of all. The State Board for Community Colleges will cooperate with the Governor's Task Force and will continue to seek the additional State support needed to maintain an excellent community college system.

ENERGY CONSERVATION

It is generally accepted in postsecondary education that the 1980s will bring higher energy costs and stable, if not reduced, enrollments. Further, there is agreement that

higher education in Maryland should prosper and not merely survive the decade. To this end, the State Board for Community colleges makes two proposals that will not only conserve energy but reduce the operating costs of the colleges. The proposals have been submitted to the State Board for Higher Education.

Proposal #1: That (1) all public institutions of higher education in Maryland adopt an academic calendar that operates primarily from September through December, and March through June; and (2) all public institutions explore the possibility of adopting a four-day week.

It is well known that the current academic calendar has origins in the agrarian society where the Summer months were available for harvesting crops. With less than 4 percent of the work force now engaged in farming, such a rationale is hardly warranted. The era of cheap energy is gone, and energy costs for heating and cooling are highest in January, February, July, and August. The increase in costs for energy can be seen in the Higher Education Price Index (HEPI) developed by Kent Halstead. In the eight fiscal years from 1971 through 1979, the HEPI rose by 69 percent. However, the component index for utilities has risen 180 percent in the same period. In Maryland community colleges, utilities comprise $101 per full-time equivalent student of the $2,358 per full-time equivalent student cost estimated for FY 1981.

Adopting the energy-saving calendar would help to reduce costs in other ways beyond heating and lighting. Outlays for operating expenditures would be lower because there would be less need for snow removal and custodial work.

The proposed calendar appears to inhibit the desirable trend away from a rigid semester schedule. However, colleges could still operate noncredit courses, Summer sessions, and minimesters in a reduced number of buildings. Such offerings typically involve far less full-time equivalent student enrollment, and there is no reason to heat and cool all buildings Summer and Winter, day and evening. (In the Maryland community colleges, only 7.5 percent of the full-time equivalent students are taught in the Summer sessions.) It would be necessary for all public colleges to adopt this new calendar at the same time so that students could transfer smoothly and individual colleges would not feel that they were sailing against the wind.

Proposal #2: That the State of Maryland organize and pay for 100 percent of a capital improvement program to retrofit buildings for alternate energy sources, including solar, coal, wind, methane, and wood; and that the State Board for Higher Education organize a task force to coordinate related State agencies, such as the Maryland Energy Office, to study energy alternatives appropriate for each campus and to draft legislation to begin the capital funding program.

Since the State is heavily involved in supporting public higher education, including the community colleges, and since energy costs will continue to rise rapidly, it is in the State's best interest to promote alternate energy sources. It makes sense to retrofit buildings for alternate energy sources. The cost will be high but will be less than the long-run cost for energy.

DEFERRED MAINTENANCE

In order to make financial assistance available to Maryland community colleges to significantly reduce the existing deferred maintenance problem, the following actions are recommended.

The State Board for Community Colleges will request that the Governor and General Assembly establish a special operating fund category of $300,000 per year for five years to provide matching State general funds to correct and eliminate deferred maintenance.

- Local subdivisions must provide their matching share at the same contribution rate applied to capital improvement projects.

- The Maryland State Board for Community Colleges will administer the program and request approval of the Board of Public Works for allocations from this special operating fund category and for contract awards in accordance with existing policy and procedures used for capital projects.

The State Board for Community Colleges will request that the Governor and General Assembly establish, at the end of five years, a special operating fund category of $100,000 per year (1979 dollars) to provide financial assistance, as recommended by the State Board for Community Colleges and as approved by the Board of Public Works, to correct significant emergency repair items, such as boiler replacement, fire damage corrections and flooding repairs, and commencement of planned equipment replacement programs.

The State Board for Community Colleges will provide each Maryland community college with the Department of General Services Comprehensive Maintenance and Repair Program Manual and request that provisions of the manual be followed as closely as possible.

SUPPORT NEEDED

In order to meet community college goals, the General Assembly and the county/city councils will need to provide adequate financial support. The combination of stable enrollments, high inflation, and a fixed aid formula has precipitated a serious problem. Unless the level and procedure for funding are changed, the projected enrollment declines in the 1980s could be quite damaging to the community college system. The State's share of support for community colleges is set at 50 percent in the Education Article. However, the dollar amount is limited to 50 percent of $1,600 per full-time equivalent student for most colleges. In FY 1979, the average cost per full-time equivalent was $2,103, 31 percent above the ceiling for most community colleges. As the State's share of the cost declines, the student and the local shares must increase.

Reduction of reports and forms required by the Division of Vocational-Technical Education would free considerable time and resources for work that is more related to the college and the student.

Support is also needed from the Maryland Energy Office in establishing a capital improvement program to retrofit buildings for alternative energy sources, including solar, coal, wind, methane, and wood.

RESOURCES NEEDED

Resources required in the next six years are projected in the following table. State aid projections are based upon a +1 percent to -1 percent full-time equivalent student enrollment growth (decline).

PROJECTED AGENCY EXPENDITURES
LIMITED TO STATUTORY MAXIMUM FOR STATE AID
STATE BOARD FOR COMMUNITY COLLEGES
FY 1981 THROUGH FY 1986
(In Thousands)

Fiscal Year	State Aid	General Administration	Optional Retirement	Federal Funds	TOTAL
1981	$48,758	$336	$386	$100	$49,580
1982	49,229	404	501	100	50,234
1983	49,834	434	551	100	50,919
1984	50,365	467	606	100	51,538
1985	50,365	501	667	100	51,633
1986	49,862	539	734	100	51,235

II. INTRODUCTION

The first Statewide Master Plan for Community Colleges in Maryland was published in October 1973. Since then five Plans have been published. For the 1979-1984 Plan, a new statement of mission, goals, strengths, and problems was drafted and reviewed at each community college. At campus discussions, over 300 specific comments were recorded from faculty, students, and administrators who attended. While there was not unanimous agreement, the Plan represents a reasonable consensus among the persons in community colleges who contributed.

The general purpose of this Plan is to combine aims with previous experience to build a proposed course of action for Maryland community colleges. The Plan communicates the intentions of the State Board for Community Colleges and provides a guide for coherent decision making. The specific objectives of the Plan are:

- To identify systemwide goals and objectives and to develop an evaluation system to measure progress toward those ends;
- To project enrollments as the basis for program, budget, and facilities planning;
- To identify the projected programs for each community college during the period FY 1981-FY 1986 and to establish program priorities for FY 1981-FY 1982;
- To project annual operating costs at each community college for the period FY 1981-FY 1986;
- To identify the projected new facilities on an annual basis at each community college for the period FY 1981-FY 1986;
- To determine the capital fund requirements necessary to implement the community college facilities projections for the period FY 1981-FY 1986;
- To satisfy the requirements of the Executive Planning Process;
- To formulate policies which will assure the continued financial, social, academic, and geographic accessibility of Maryland community colleges within the limits of available resources;
- To clarify the roles of the local college governing boards, the local governments, the State Board for Community Colleges, and the State Board for Higher Education;
- To recommend legislation necessary to implement new policy directions;
- To serve as a policy and statistical reference.

COORDINATION OF PUBLIC STATEWIDE HIGHER EDUCATION

In 1976, the General Assembly enacted legislation creating a State Board for Higher Education. The law reconstituted the Maryland Council for Higher Education as the State Board for Higher Education. Major additions to the Board's responsibilities include the authority to approve new programs, review institutional operating budgets, and establish guidelines for tuition and institutional salaries. The State Board for Higher Education is also responsible for State accreditation of postsecondary education, a function formerly performed by the State Department of Education.

The Board consists of eleven lay members with none representing any institutions under the Board's jurisdiction. A segmental advisory committee was also established. The committee consists of two representatives from the community colleges, two from the State colleges and universities, two from the independent colleges and universities, and one from the University of Maryland, one from Morgan State University, and one representing proprietary institutions. All members of the Board and the segmental advisory committee are appointed by the Governor and confirmed by the Senate.

The statutory responsibilities of the State Board for Higher Education, as stated in the Education Article of the Annotated Code of Maryland, include the following:

- To coordinate the overall growth and development of postsecondary education in this State;
- To the extent practicable, consult with each agency and institution that is affected directly by its actions and recommendations before taking final action on them;
- To constitute the State postsecondary education commission under Title XII of the Higher Education Act of 1965, as amended from time to time;
- To administer State funds for private higher education institutions; and assure that the purposes for which the funds were appropriated are met;
- To develop, implement, and administer plans and programs for interstate and regional cooperation, including reciprocity agreements on matters that affect higher education.
- To secure, compile, and evaluate information on any matter within its authority, on the forms it requires, from any person, agency, or institution subject to its jurisdiction;
- To perform any other duty delegated to it in accordance with law;
- To review operating budget requests and develop and present to the Governor a consolidated operating budget for higher education;

- To review and make recommendations, but not reduce, increase, or modify the operating budget requests, of the responsible institutions and agencies;

- To review proposals for capital projects and improvements desired by the public institutions of higher education, seek State funds for such projects and improvements, and make recommendations with respect to them to the Governor and General Assembly;

- To review and approve, before implementation, each proposal for any new program, and any substantial expansion, curtailment, or discontinuance of any existing program;

- To review and make recommendations on the continuation, modification, or duplication of existing programs;

- To establish general guidelines for tuition and fees for consideration by the governing boards of the institutions;

- To establish and implement procedures for transfer of students and faculty between institutions, cooperative programs among the public institutions to assure appropriate flexibility in the higher education system, and standards for the reciprocal acceptance of credits;

- To establish general guidelines for faculty and administrative salaries for consideration by the governing boards of the institutions;

- To study and recommend ways to improve and coordinate student financial assistance programs and State and federal programs of support for higher education;

- To review annually the long- and short-term plans, goals, and objectives of each institution for consistency with the objectives and priorities of the board;

- To recommend but not change the status of a community college, State college, or university;

- To establish minimum requirements for issuing certificates, diplomas, and degrees by public and private institutions of postsecondary education in this State.

The State Board for Higher Education has also been designated as the agency required by Section 1202 of the Education Amendments of 1972 (PL 92-318) and for implementation of Title X of that Act.

Chart I illustrates the coordinating function of the State Board for Higher Education. While the chart is limited to public higher education, it should be noted that the Board's coordination function also includes private institutions. Proprietary institutions are also represented on the Board's response to the Federal 1202 Commission requirements.

LEGAL MANDATE OF THE COMMUNITY COLLEGE SEGMENT

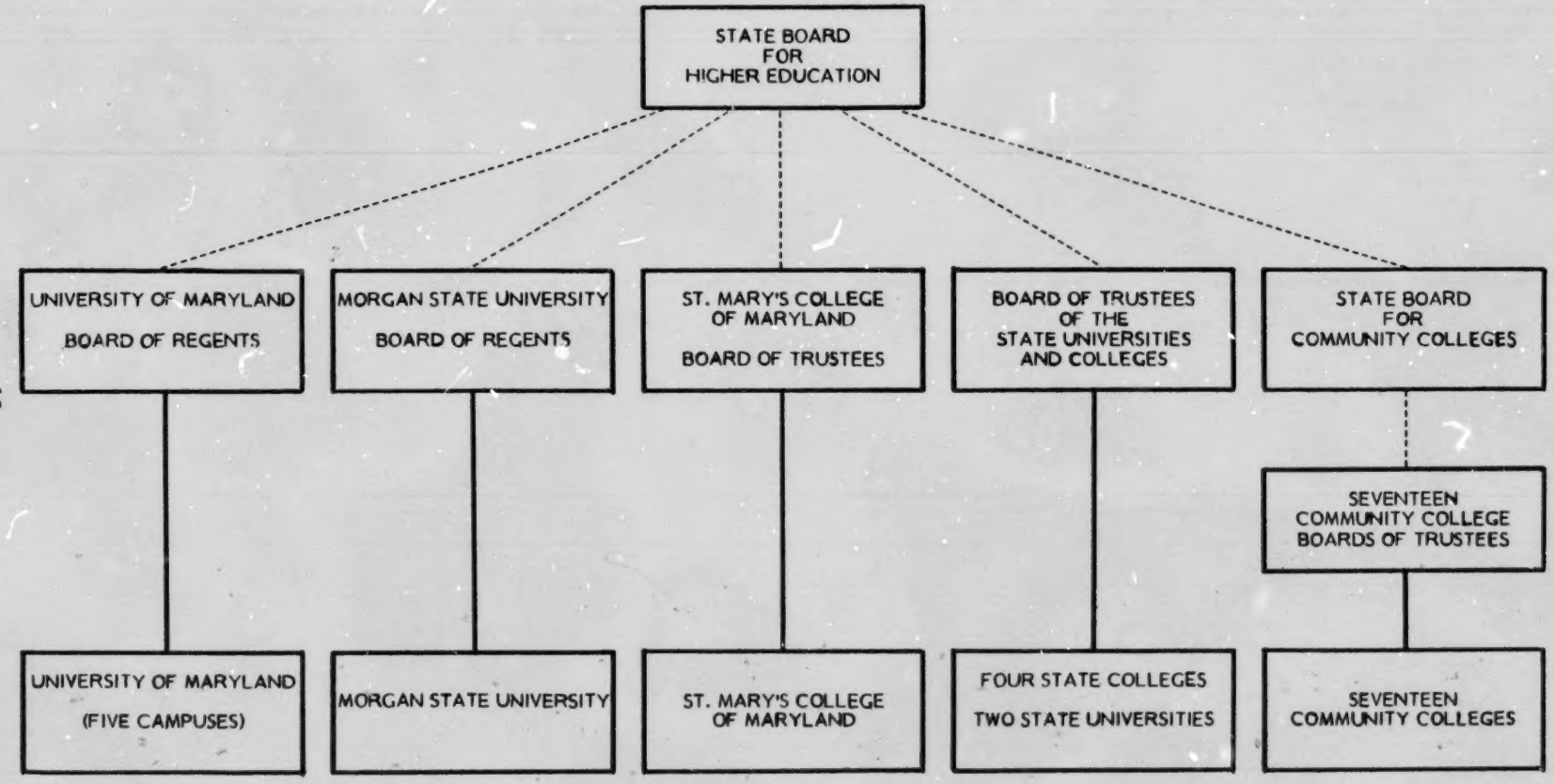
The State Board for Community Colleges was established by the General Assembly in 1969. The Board is comprised of eight Maryland citizens, seven of whom are appointed by the Governor with the advice and consent of the Senate, for staggered six-year terms of office. In 1973, the General Assembly passed legislation to include a community college student as the eighth member for a one-year term of office, the student to be nominated by the community college presidents and appointed by the Governor with the advice and consent of the Senate.

The Education Article of the Annotated Code of Maryland, Title 16, establishes and provides for the operation of the State's community college system. This statute assigns to the State Board for Community Colleges the following powers and duties:

- To establish general policies for the operation of the State's community colleges;
- To establish and maintain a system of information and accounting for community college activities;
- To provide grants-in-aid for the planning of new community colleges and new programs in existing community colleges;
- To administer the program of State support for the community colleges;
- To assist the State Board for Higher Education in performing its duties as they relate to the community colleges;
- To assist and represent the community colleges in seeking and administering federal money available to them;
- To administer the general public junior or community college and regional community college construction program in accordance with procedures adopted by the Board of Public Works.
- To recommend, review, and advise on any proposal for the establishment of a new college;
- To recommend, review, and advise on curriculum proposals for each new community college and on any proposed major addition to or modification of programs in any existing community college;

Chart I

MARYLAND PUBLIC HIGHER EDUCATION ORGANIZATIONAL CHART


STATE BOARD FOR HIGHER EDUCATION
UNIVERSITY OF MARYLAND BOARD OF REGENTS
MORGAN STATE UNIVERSITY BOARD OF REGENTS
ST. MARY'S COLLEGE OF MARYLAND BOARD OF TRUSTEES
BOARD OF TRUSTEES OF THE STATE UNIVERSITIES AND COLLEGES
STATE BOARD FOR COMMUNITY COLLEGES
SEVENTEEN COMMUNITY COLLEGE BOARDS OF TRUSTEES
UNIVERSITY OF MARYLAND (FIVE CAMPUSES)
MORGAN STATE UNIVERSITY
ST. MARY'S COLLEGE OF MARYLAND
FOUR STATE COLLEGES TWO STATE UNIVERSITIES
SEVENTEEN COMMUNITY COLLEGES
------ Coordinating
_____ Governing

- To coordinate relationships among the community colleges to (1) assure the widest possible educational opportunities for students in this State; (2) facilitate the transfer of students between the community colleges and the University of Maryland, the State universities and colleges, and other institutions of higher education; and (3) assure the most efficient use of State money;

- To coordinate relationships between the community colleges, the State and county public school systems, and the private high schools to (1) facilitate cooperation among them in the guidance and admission of students to the community colleges; and (2) arrange for the most advantageous use of facilities;

- To study the problems of community college education;

- To assist the community colleges individually or collectively by providing expert professional advice in all areas of their activities;

- To report annually to the General Assembly on its activities and the activities of the community colleges.

LOCAL CONTROL OF COMMUNITY COLLEGES

Commitment of the principle of local control of Maryland community colleges is historically strong. Prior to 1961, boards of education operated the community colleges on the general authority of local boards. In 1961, the General Assembly authorized the state superintendent of schools to formally approve the establishment of community colleges by local boards of education and permit these boards to be constituted as boards of trustees of their respective community colleges. Legislation in 1965 authorized the establishment of regional community colleges controlled by boards of trustees drawn from boards of education sponsoring the colleges. In 1968, the General Assembly provided for the optional establishment of separate boards of trustees for those boards of education electing to follow this course of action; and at the present time all community colleges are operating under separate boards of trustees. Authority to establish new community colleges is vested in the State Board for Higher Education acting upon the recommendation of the State Board for Community Colleges.

Within the framework of the Education Article of the Annotated Code of Maryland, Title 16, local boards of trustees are governing bodies with the authority:

- To establish community colleges acting upon the recommendation of the State Board for Community Colleges and subject to approval of the State Board for Higher Education;

- To maintain and exercise general control over the community colleges, keep separate records and minutes, and adopt reasonable rules, regulations or bylaws to effectuate and carry out this responsibility;

- To appoint a president of the community college and fix the salaries and tenure of the president, faculty, and other employees;
- To purchase, lease, condemn, or otherwise acquire any property deemed necessary by the board of trustees for the operation of the community college;
- To sell, lease, or otherwise dispose of community college assets or property;
- To permit the county board of education to use the lands, buildings, or other facilities of the community college with the approval of the State Board for Community Colleges;
- To use any land, buildings, assets, or other facilities of the county board of education with the approval of the county board of education;
- To determine entrance requirements and approve curricula, subject to minimum standards set by the State Board for Community Colleges;
- To charge students reasonable tuition and fees set by it with a view to making college education available to all qualified individuals at low cost;
- To establish the college operating and capital budgets subject to approval of the local political subdivisions.

DESCRIPTION OF THE STATE BOARD FOR COMMUNITY COLLEGES

In a broad context, the role of the State Board for Community Colleges includes planning, coordination, service, and leadership for both the community colleges and the State of Maryland.

The planning function of the Board includes such activities as the development of a State Plan for Community Colleges in Maryland and reviewing and recommending new community college programs and facilities.

The coordination function involves working with other organizations and State agencies, such as the Board of Public Works, the State Board for Higher Education, the Department of State Planning, and the Department of General Services. In addition, the State Board for Community Colleges is assuming a more active role in coordinating program articulation with both the public schools and the State colleges and universities.

The service function implies a response to daily needs--the supplying of statistical data, facilities planning, program development, and the sponsoring of workshops to assist community colleges in solving problems as they occur.

Leadership is exercised by the State Board for Community Colleges in all three of the broad functions described. Beyond this, leadership is provided by identifying needs throughout the State which community colleges can meet, pointing out directions for further development, making recommendations to the General Assembly and other appropriate agencies, and bringing nationwide experience to focus on State problems. As the responsible agency for coordinating the orderly growth and development of the Maryland community colleges, the Board recognizes that coordination is most effectively accomplished through leadership rather than through an extension of existing mandatory controls.

STAFF FUNCTIONS

The State Board for Community Colleges is served by a professional staff of seven--an Executive Director, Associate Executive Director, Director of Finance, Director of Planning and Research, Director of Continuing Education and Developmental Studies, Director of Instructional Programs and Facilities, and a Staff Specialist for Facilities Planning. Five support staff persons assist the professional staff.

The Executive Director is appointed by the State Board for Community Colleges and is responsible to that body for the activities and performance of the staff. The Executive Director recommends policies and actions to the Board; serves as liaison between the Board, the individual colleges, and other educational agencies; and works directly with the Executive and Legislative branches of government on matters relating to community college education. The Executive Director also represents the State Board for Community Colleges on State-level commissions, conferences, and committees.

The Executive Director meets monthly with the Maryland Council of Community College Presidents. Their concerns are related to broad policy issues, such as proposed legislation, the adoption or modification of policies by the State Board for Community Colleges, consideration of new institutions, and the preparation of updated State plans for community colleges.

The Associate Executive Director serves as administrative head of the agency in the absence of the Executive Director and represents the staff on State-level committees and bodies as designated by the Executive Director. The Associate Executive Director coordinates legislative services for the community college segment of higher education and is responsible for staff liaison with State agencies and other institutional segments. He is responsible for agency publications, works with the Deans of Students, and is the officer for affirmative action/fair practices and forms management for the agency and segment.

The Director of Finance provides staff liaison between the Board, the business officers on each campus, the State Legislative Auditor, the State Department of Budget and Fiscal Planning, other agencies of State government, local government, finance officers, and independent certified public accountants. The Director of Finance assesses the fiscal impact of proposed community college legislation, prepares the

annual Board budget, assists in the development of the annual State Plan, and revises the State Board for Community Colleges Financial Guidelines and Procedures Manual. The Director of Finance receives and reviews the budgets, the audit reports, and the management letters from the community colleges; analyzes these documents; and annually issues a summary report based on this information. He monitors the implementation of recommendations made by certified public accountants in audit reports and related management letters. All enrollment data related to State aid payments is received and processed by the Director of Finance; and he is responsible for administering the State's Aid to Community Colleges program.

The Director of Planning and Research is responsible for coordinating the State Plan for Community Colleges, conducting research (including the Statewide student follow-up study), developing and implementing a comprehensive management information system, and coordinating federal HEGIS reports. He works with the Maryland Community College Research Group, the Data Processing Directors, and the Council of Resource Directors.

The Director of Continuing Education and Developmental Studies is responsible for administering the continuing education program. The Director of Continuing Education and Developmental Studies works with each community college Continuing Education Division in the development and review of the noncredit courses for which State assistance may be requested. This staff member works closely with the State Board for Community Colleges Continuing Education Advisory Committee in the review of policies and guidelines relating to continuing education and developmental studies. The Director of Continuing Education and Developmental Studies also assists and advises the Deans of Continuing Education in the coordination of Title I and the Division of Vocational-Technical Education funds.

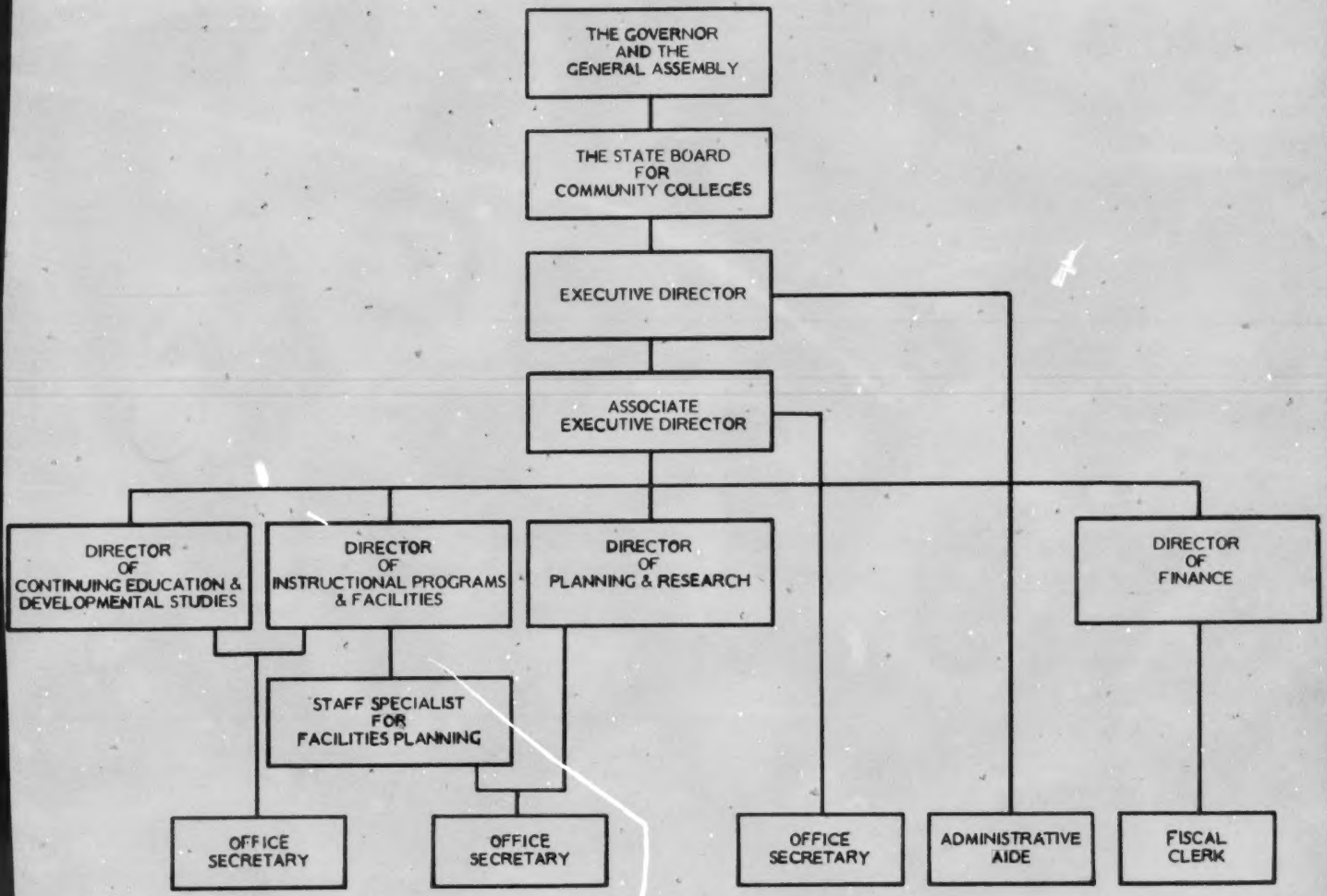
The Director of Instructional Programs and Facilities works closely with the community college Academic Deans, Occupational Deans, and Facilities Planners. He also works closely with the Program Developmental Council, which includes representation from each community college. This group recommends criteria for Board review of all instructional programs. The Director of Instructional Programs and Facilities is responsible for preparing a staff analysis of each instructional program proposal which serves as a basis for the Board's recommendation to the State Board for Higher Education regarding all proposed certificate and degree programs. This staff member works with his campus colleagues to improve the facilities guidelines which govern capital bond requests and allocations and reviews in detail the capital project requests submitted by campus planners. On the basis of these reviews, the Board recommends projects to the Board of Public Works for final approval and the awarding of State funds. Because of the increasingly large percentage of enrollment in occupational programs, this staff member also serves as liaison to the State Department of Education, Division of Vocational-Technical Education. The Staff Specialist for Facilities Planning works with the Director of Instructional Programs and Facilities coordinating the facilities requirements of the community colleges.

All professional staff members are evaluated annually by the Executive Director. Evaluation is based upon the stated requirements of the positions, cooperation, and effectiveness with other staff members, evidence of professional growth, and a willingness to assume additional responsibility. Written evaluation reports are submitted to the Board membership. Support staff members are evaluated annually in compliance with the requirements of the Department of Personnel.

Chart 2 illustrates the internal organizational structure of the State Board for Community Colleges. As noted above, each of the staff positions provides liaison and service with corresponding offices and functions at the community college level.

Chart 2

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES ORGANIZATIONAL CHART



III. MISSION AND GOALS

MISSION

The following mission statements were developed with the input and assistance of the community colleges. Definitions of key terms are given in Appendix A.

The mission of the State Board for Community Colleges is to coordinate and maintain a quality community college system.

The mission of the community colleges is to provide quality transfer and career programs, continuing education, and community service at a low tuition in response to local education needs.

Students - The community colleges provide educational opportunities for eligible persons who desire credit or noncredit instruction. The community colleges enroll a wide range of students, from those with exceptional high school records to those who lack certain prerequisite college skills.

Academic Program Levels - The community colleges provide programs leading to the associate degree as well as credit certificates and noncredit letters of recognition. All transfer course work offered is at the lower division level.

Types of Instructional Programs - The community colleges offer transfer programs which provide students with the course work necessary to transfer to programs in upper division institutions. Occupational programs and courses are offered to prepare students for entry into new jobs and/or to upgrade skills in current jobs. Continuing education programs provide noncredit courses for part-time and returning students. Community colleges will make developmental education programs available commensurate with the needs of their students and will coordinate these programs with four-year institutions to ensure that they provide appropriate skills for students wishing to transfer.

Research - Community colleges engage in instructional and institutional research to help ensure effective teaching and policy information. There is only limited sponsored research.

Public Service - The community colleges provide community service activities designed to meet the needs of local citizens, government, business, and industry.

GOALS

The goal of the State Board for Community Colleges is to provide planning, coordination, service, and leadership in maintaining a quality community college system.

The goals of the community colleges are:

1. To provide a basic education in the liberal arts;

2. To provide quality comprehensive career programs, courses, and student services;

3. To provide quality comprehensive transfer programs and student services;

4. To provide quality continuing education courses and community service activities;

5. To provide equal access to community colleges for eligible Maryland citizens;

6. To provide efficient community college operations without impairing the quality of services.

7. To assist economic development through cooperation with business and industry in meeting education and training needs.

IV. CONDITIONS, TRENDS, AND PROJECTIONS

General conditions, trends, and projections for community colleges in the areas of enrollment, instructional programs, finance, and facilities for the period FY 1981 through FY 1986 are contained in this chapter. As part of the planning process, important strengths and problems of the community college system were identified. It is assumed that the strengths must be supported and the problems must be dealt with in order to maintain a quality community college system. Specific recommendations for supporting each strength and dealing with each problem are in Chapter VII, Implementation.

STRENGTHS OF THE COMMUNITY COLLEGE SYSTEM

STUDENT GOAL ACHIEVEMENT

Community colleges are helping students to reach their educational goals. A recent student follow-up study showed that 79 percent were employed when they had a career goal, that 76 percent transferred when they had a transfer goal, and that 63 percent of all entrants achieved their educational goal.[1] Nearly 90 percent of the respondents said they would recommend their community college to a friend. Student goal achievement is an important strength because it demonstrates success in reaching the first four goals of the community colleges on page 50.

COMPETENCE OF FACULTY

A Statewide follow-up study[2] asked former students to rate their satisfaction with 17 aspects of college life; the highest ratings were given to "overall quality of instruction." At one community college, graduates were asked, "What one thing was most helpful to you in completing your program?" Faculty were mentioned far more often than any other factor. A study by the Maryland Council for Higher Education showed that faculty members devote many hours beyond their regular teaching assignments advising students and developing courses.[3] A competent faculty is an important strength because goals 1 through 4 depend on excellent teaching.

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1 Student Follow-Up of Entrants and Graduates, Maryland State Board for Community Colleges, 1980.

2 Student Follow-Up Study: First-Time Students Fall 1971, Maryland State Board for Community Colleges, 1975.

3 Faculty Activity Survey, Maryland Council for Higher Education, 1975.

LOCAL SUPPORT

Local government officials and citizens value their community colleges and support them with their efforts and their funds. Hundreds of persons serve without pay on governing boards, advisory groups, and committees. Most counties provide more than the percentage of operating expenses required by law. Since 1961, the sponsoring political subdivisions have paid for about half of the cost of capital construction expenses--over $91 million. Finally, men and women have supported community colleges through their attendance. The proportion of Maryland's new students choosing a community college has grown so that about two-thirds of all freshmen and sophomores in Maryland's public colleges are enrolled in community colleges. Local support is important because none of the community college goals could be achieved without it.

GEOGRAPHIC ACCESS

Educational opportunities are offered at convenient locations. Twenty-three of the 24 political subdivisions in Maryland are served by a community college. Nearly 99 percent of the State's population live in these counties and Baltimore City. Reaching beyond their campuses, community colleges offer credit courses at satellite locations. Off-campus facilities include schools, churches, factories, and government buildings. Geographic access has been an important objective in support of the community college goal of equal access.

QUALITY FACILITIES

Community colleges promote learning with excellent physical facilities. Since 1970, the net assignable space has increased 91 percent. In 1979, physical plant assets were estimated to be over $220 million. Not only are community college facilities extensive, they are modern. Many entire campuses have been built in the last ten years--the Harbor Campus at the Community College of Baltimore opened in Fall 1976 and the Germantown Campus at Montgomery Community College opened in Fall 1978. Quality facilities are important because goals 1 through 4 depend on excellent facilities.

DIVERSE AND RESPONSIVE PROGRAMS

There is wide variety in community college programs which are designed to meet the needs of local citizens. In addition to the transfer programs offered at all community colleges, 113 different career programs are available. Largely because of their local control, community colleges have been able to react to the needs of local citizens, from Wildlife Management in Western Maryland to Bay Resources on the Eastern Shore. With a growing number of older, employed students, community colleges have expanded class schedules to evenings and weekends. Community colleges also offer continuing education courses that provide a wide range of subjects for part-time and returning students. Diverse and responsive programs are important because the community college mission includes a commitment to local needs.

PROBLEMS OF THE COMMUNITY COLLEGE SYSTEM

FINANCIAL SQUEEZE

Inadequate funding is the number one problem in the Maryland community college system. Pressures for increased expenses result from higher costs for energy, low employee turnover (moving more persons to higher ranks), a demand for higher wages, and the labor-intensive nature of colleges with about 80 percent of expenses going for compensation. Factors that inhibit increases in income include a decline in the number of high school graduates; slower overall population growth in Maryland; and desire among some citizens to support other services, such as fire, police, and sanitation.

Enrollment has begun to stabilize during a period of increasing expenses. With State aid tied to a formula and local governments pressed for funds, most colleges have been increasing the only remaining traditional revenue source: tuition. However, this is only a short-range solution since continued increases could work against the State's commitment to equal access. Faced with a sudden financial squeeze, colleges in other states have experienced layoffs that damaged the morale and productivity of the institutions. There is a need to assess the nature of the financial squeeze in time to prevent precipitous choices and to minimize effects of the squeeze on students, faculty, and staff.

DECLINE OF LIBERAL ARTS

There has been a growing trend to view education only in terms of its immediate and measurable results. Some of the results of education are subtle and cannot be assessed through grades, income, or degrees. The problem lies in an attitude that things not immediately measurable are not worthy of investment. Evidence of such a trend can be seen in attempts to find specific learning objectives for every educational outcome. Maryland House Joint Resolution 119 requests that agencies submit a statistical summary with their budgets. The summary should show "measures of program output and cost, such as (a) members or persons served or units produced; (b) cost per person or cost per unit." Many journals have reported cost benefit analyses, studying how much more a person can expect to earn with increasing education.

The view that all education must have tangible and instant results runs counter to much traditional wisdom. Education has roots in helping persons to find meaning in their lives, in uplifting and ennobling the human spirit, and in searching for truth. Such an argument should not be confused with "learning for learning's sake." An education with stress on values and ideas gives course and direction to the decisions of daily life. A vision of education which is merely oriented to that which can be seen and measured today robs people of a service that only education can offer.

Identifying the decline of liberal arts as a problem does not constitute an attack on vocational education. Liberal education must be blended with technical education so that people will find not merely jobs but meaningful work. Data processing graduates

must be able to do more than write a computer program; nursing graduates must be able to do more than take a pulse. Each must know how to act with wisdom and responsibility in the society. The programmer may face issues of personal privacy, and the nurse may face issues of medical ethics. If education is to contribute to improving the quality of life, education must move beyond outcomes that are immediately measurable.

INCREASED REPORTING AND REGULATION

There seems to be a slow but steady strangulation of education by rules, forms, and paperwork. Frustration with multiple regulations and the high cost of compliance led the presidents of four private universities to sign a "1976 Declaration of Independence" from the federal government. The State Board for Community Colleges Bulletin printed an open letter to President Carter urging him to curb the growing burden.

Such increasing control not only diverts time from the direct conduct of education, but it saps the morale and stifles the initiative of persons responsible for teaching and administering at the college level. Often, greater regulation is a symptom of low trust among parts of the educational system, and low trust is a characteristic of less effective organizations. Strapped by rules and forms, there is a clear danger that the education establishment will sink of its own weight. On the brighter side, the State Board for Higher Education has eliminated seven HEGIS forms in the last few years.

MAINTAINING THE LOW-COST FEATURE OF THE COMMUNITY COLLEGES

In 1978, the Plan stated that one problem was the threat that the low-cost feature of community colleges would be lost. However, the unweighted average tuition per credit hour has only risen from $16.18 in Fall 1977 to $18.26 in Fall 1979. The increase is 12.8 percent for two years, well below the increase in the Consumer Price Index for the same period. The problem statement is therefore being deleted from the Plan.

ENROLLMENT

After a period of rapid growth in the 1960s, credit enrollment grew at a slower rate in the 1970s. As shown in Table 1, credit enrollment in Fall 1979 was 88,352. Important changes occurred during the '70s in the composition of the student body. There was a dramatic increase in the proportion of female students and the proportion of students attending part-time. Corresponding with the increase in part-time enrollment, the average student credit load dropped appreciably. Considerable increases were experienced in attendance by students age 30 and older. Full-time equivalent enrollment in noncredit courses increased while enrollment in credit courses remained steady since FY 1976. The outlook for the 1980s is for all of the above trends to continue but perhaps at a slower rate. One clear change, however, will be a sharp drop in the number of high school seniors. Because of this unprecedented decline, it is important to survey the factors that influence enrollment.

Table I

OPENING FALL CREDIT ENROLLMENT 1960-1979
MARYLAND COMMUNITY COLLEGES

Year	Full-time	Percent Increase (Decrease)	Part-time	Percent Increase (Decrease)	TOTAL	Percent Increase (Decrease)
1960	2,361	11.7%	2,243	.8%	4,604	5.5%
1961	3,436	45.5	3,140	39.9	6,576	42.8
1962	3,965	15.4	3,926	25.0	7,891	20.0
1963	4,596	15.9	4,441	13.1	9,037	14.5
1964	6,185	34.5	4,779	7.6	10,964	21.3
1965	9,788	58.2	5,819	21.7	15,607	42.3
1966	10,244	4.6	6,595	11.9	16,839	7.8
1967	11,951	16.6	8,323	26.2	20,274	20.4
1968	14,736	23.3	11,401	36.9	26,137	28.9
1969	19,103	29.6	15,995	40.2	35,098	39.2
1970	21,633	13.2	20,778	29.9	42,411	20.8
1971	23,163	7.1	24,508	17.9	47,671	12.4
1972	23,301	.6	28,963	18.2	52,264	9.6
1973	24,070	3.3	34,646	19.6	58,716	12.4
1974	24,235	.7	40,444	16.7	64,679	10.2
1975	28,177	16.3	48,063	18.8	76,240	17.9
1976	28,924	2.7	51,031	6.2	79,955	4.9
1977	29,278	1.2	55,609	9.0	84,887	6.2
1978	27,748	(5.2)	58,328	4.9	86,076	1.4
1979	28,106	1.3	60,246	3.3	88,352	2.6

FACTORS THAT AFFECT ENROLLMENT

In addition to population, there are three basic factors that influence college enrollment: college attendance rate, market share, and retention rate. The college attendance rate is defined as the proportion of adults in the population that are enrolled in any college. The adult population can be divided into the traditional college age group (18 to 22 years old) and persons 23 years of age and older. The State Board for Higher Education estimates that the number of high school graduates will decline 15 percent between 1982 and 1986. Research has indicated that the college attendance rate among high school seniors is fairly stable and the overall affect of a decline in the number of high school seniors will be a corresponding decline in enrollment. The stability in the college attendance rate by students in the traditional age group suggests that it will be difficult to create a dramatic increase in enrollment through increased recruiting of high school students. The college attendance rate among adults above age 23 has been increasing in recent years. It is difficult to predict the potential for

enrollment from this source, but enrollment will certainly be a function of educational needs and the attractiveness of the programs offered.

The market share is defined as the proportion of all college students that are attending a particular college or segment. In Fall 1978, 46 percent of all new freshmen attending full-time in Maryland were going to a community college. Among part-time new freshmen, the community college market share was 88 percent. There are considerable differences in market share among the community colleges in Maryland, with some of the smallest shares located in the Baltimore metropolitan area. It is clear that the community colleges are in the strongest market position in relation to part-time students and would do well to provide excellent service to this group.

The student retention rate is broadly defined as the extent to which students stay at the college and continue their studies. According to student follow-up studies, the average Maryland community college student completes about 31 credits within three and one-half years after entry. Student follow-up studies have also documented that many students attend college for courses of interest and not to complete a certificate or degree. From this point of view, increasing the retention rate is not necessarily in every student's best interest. For example, a student's specific educational goal may be to take three courses in accounting. Once this goal is achieved, the student may feel little desire to take further courses. When nongraduates are asked their reasons for leaving the college, the most frequent answer is that they achieved their educational goal. Other typical responses are transfer or personal reasons. Only a small percentage of students indicate that they left the college because of problems caused by the college.

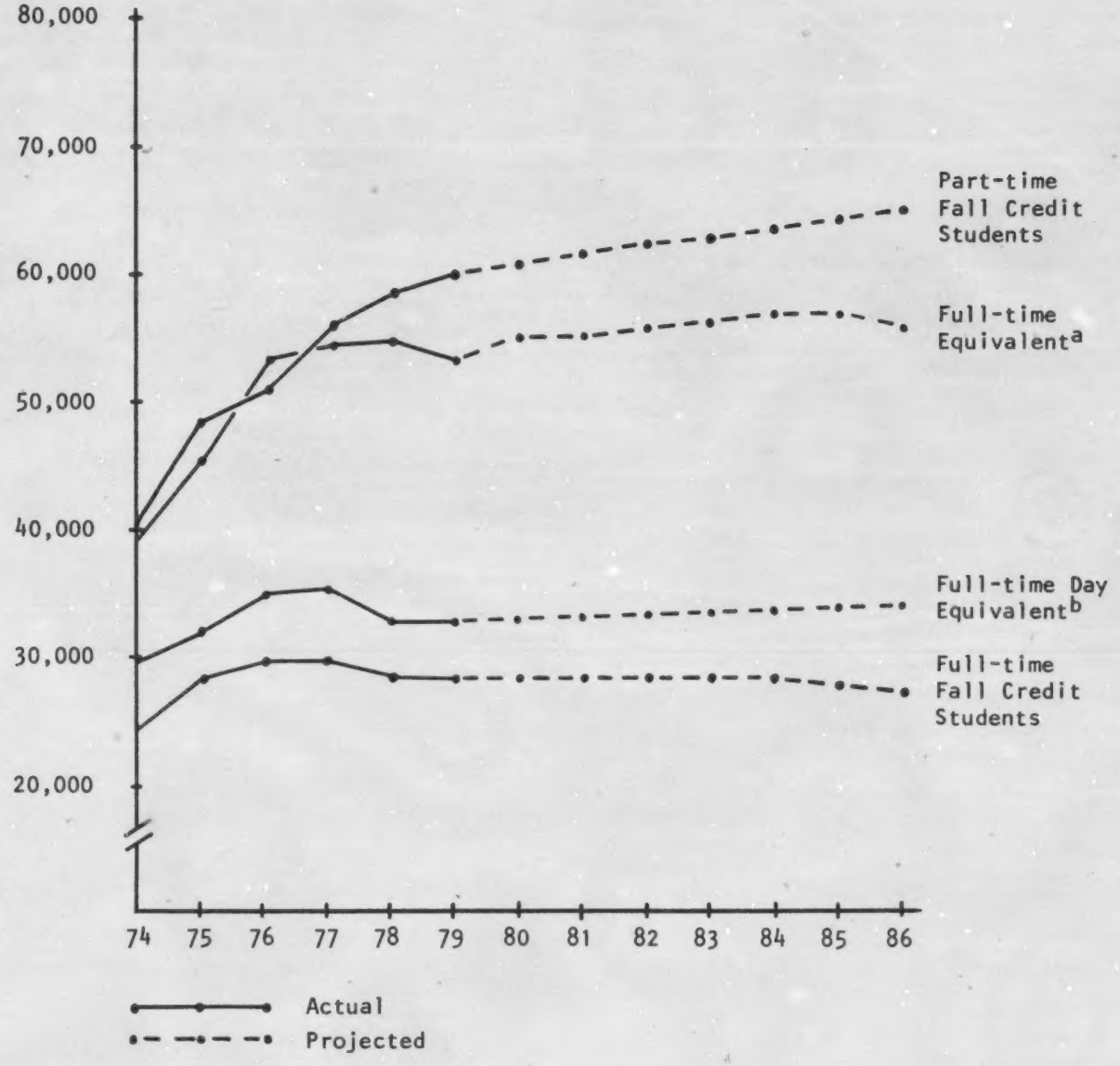
ENROLLMENT OUTLOOK

Enrollment projections are shown in Figure 1. Headcount and full-time day equivalent projections are given in Appendix B. Full-time equivalent projections are given in Table 3.

It is estimated that the full-time equivalent enrollment in Maryland community colleges will increase by one percentage point for several years and then decline by fiscal 1986. Estimating enrollment when long-term trends are reversing is difficult. However, several points can be made: first, enrollment in credit courses has declined in the last four fiscal years while high school graduations have been stable. The implication is that when high school graduations decline, credit enrollment will decline even further. Second, even if the declines expected in high school students between 1982 and 1986 do not influence full-time equivalent enrollment severely, another sharp decline is expected in high school graduations between 1988 and 1995. Another imponderable includes the possibility of reinstituting the draft. The Carnegie Commission estimates that 30 percent of the eligible males will need to be in the military in 1990 in order to maintain military strength.

Figure 1

ENROLLMENT HISTORY AND PROJECTIONS
MARYLAND COMMUNITY COLLEGES
1974-1986



[a] For financial planning, full-time equivalent (FTE) is equal to total credit and equated credit hours divided by 30.

[b] For facilities planning, full-time equivalent (FTE) is equal to full-time plus one-third part-time. Full-time day equivalent (FTDE) is FTE enrollment between 8:00 a.m. and 5:00 p.m.

PROGRAMS OF INSTRUCTION

Originally the purpose of Maryland community colleges, as in other states, was to provide the first two years of a baccalaureate program. Over the years, however, these institutions have become more comprehensive in the scope of their offerings. The Annotated Code of Maryland identifies occupational education as one of the major community college responsibilities. Occupational programs, however, were not widely available until about 1970. Continuing education, along with community and public services, represents the third major component of Maryland's comprehensive community colleges.

INSTRUCTIONAL PROGRAM DEFINITION

The State Board for Higher Education defines a program as "a series of courses and/or other supervised educational activities leading to a formal award." Within this context, Maryland community colleges offer two types of programs--transfer and occupational.

Transfer Programs

Transfer programs are those curricula designed to prepare students for admission to a baccalaureate institution. In Maryland these programs parallel the first two years of undergraduate study at the four-year colleges and are primarily in the liberal arts and sciences, business, engineering, and education areas. About one-third of community college students transfer to four-year institutions.

Occuptional Programs

Occupational programs are designed primarily to prepare individuals for immediate job entry or to upgrade the skills of those already employed. They are intended to meet manpower requirements at two levels:

- Management trainee and technician levels in such fields as health services, business and commerce, engineering, public service, and agriculture;
- Artisan, trade and service levels within each of these fields.

Within the framework of occupational programs (technician and management), community colleges are authorized to grant associate degrees and certificates. Degree programs must include not less than 60 semester hours of credit of which at least 24 must be in the area of occupational specialization. Degree programs also require a minumum of 15 credits of general education in such fields as the humanities, social sciences, natural sciences, and mathematics. These latter areas of study provide students with the opportunity to develop concepts and skills necessary to improve the individual's effectiveness as a citizen, as well as employee. This general education

component in occupational programs is transferable on a selective basis. Certificate programs must include 12 or more credits primarily of specialized content stressing the technical and/or manipulative requirements of an occupation.

CONTINUING EDUCATION, COMMUNITY AND PUBLIC SERVICE ACTIVITIES

In recent years continuing education, along with community and public service activities, has emerged as one of the most vital components of Maryland's comprehensive community colleges. Continuing education includes courses for citizens intending to upgrade an existing talent or to acquire new skills required in the labor market. Community and public service activities include workshops, seminars, and lecture series dealing with key political, social, and economic issues facing our communities. Many individuals participate in community service activities for general personal enrichment. Continuing education courses, community and service activities, available on campuses and in facilities located throughout the community, make the community college available to all citizens regardless of age, interest, or background.

CURRENT AND PROJECTED PROGRAMS

Increasing emphasis on occupational programs reflects changing values and attitudes among students as to the level of education required to qualify for desirable employment opportunities. As a result of this changing emphasis, Statewide enrollment in occupational programs increased from 29 percent in 1969 to 38 percent in 1979. The number of occupational certificates awarded increased from 114 in the 1970-1971 academic year to 902 in the 1978-1979 academic year.

Community colleges have projected the following number of new programs for Fall 1981 through 1985, respectively: 68, 65, 38, 32, and 17. These projections were supplied by the colleges and represent only the first of three steps in programs proposed to the State Board for Community Colleges. The second step is a "letter of intent" due in June; and the third step is a full proposal, due in November. During these three steps, many factors are weighed by the college and most projected programs are not implemented. For example, only twelve new programs were endorsed for Fall 1980 while the 1979 State Plan projected 63. Although enrollment and financial impact are now estimated for each projected program in Chapter VII, it is not possible to project Statewide costs when there are so many unknowns. The same uncertainty about which projected programs will be implemented prevents the meaningful use of a Statewide priority system. Each proposed program is evaluated on its merits according to the criteria in the Program Proposal Manual.

REGIONAL AND STATEWIDE PROGRAMS

The State Board for Community Colleges has designated certain instructional programs at Maryland community colleges as regional or Statewide programs. In addition to providing greater opportunity to additional Maryland citizens, the implementation of regional programs allows for more effective Statewide planning for the placement of new instructional programs, particularly in high-cost specialties. Since residents of one county can now enroll in designated programs in adjoining areas with little or no financial penalty, there will be less need to have all programs available locally. This will tend to eliminate unnecessary duplication of effort.

The programs designated as regional (R) or Statewide (S) are:

Allegany Community College
- Dental Hygiene (S)
- Forest Technology (S)

Community College of Baltimore
- Dental Hygiene (S)
- International Trade/Harbor Management (R)
- Physical Therapy Assistant (R)
- Respiratory Therapy (R)

Catonsville Community College
- Air Transportation Management (R)
- Mortuary Science (S)

Cecil Community College
- Professional Photography (R)

Dundalk Community College
- Labor Studies (R)
- Power Engineering Technology (R)
- Retail Floristry (R)

Garrett Community College
- Veterinary Science Technology (R)
- Wildlife Management (S)

Howard Community College
- Biomedical Engineering Technology (R)
- Vision Care Technology (R)

Wor-Wic Tech Community College
- Hotel-Motel Management (R)
- Nursing, Practical (R)
- Nursing, Registered (R)

FINANCING CURRENT OPERATIONS

STATE BOARD FOR COMMUNITY COLLEGES

The Board's projected operating budget is divided into four categories: State Aid to Community Colleges, General Administration, the Optional Retirement program, and Federal Funds (Table 2). The General Administration budget represents less than one percent of the total allocation of the agency.

Table 2

PROJECTED AGENCY EXPENDITURES
LIMITED TO STATUTORY MAXIMUM FOR STATE AID
STATE BOARD FOR COMMUNITY COLLEGES
FY 1981 THROUGH FY 1986
(In Thousands)

Fiscal Year	State Aid	General Administration	Optional Retirement [1]	Federal Funds	TOTAL
1981	$48,758	$336	$386	$ 100	$ 49,580
1982	49,229	404	501	100	50,234
1983	49,834	434	551	100	50,919
1984	50,365	467	606	100	51,538
1985	50,365	501	667	100	51,633
1986	49,862	539	734	100	51,235

[1] The Optional Retirement program was provided for under Chapter 556 of the Acts of the 1975 General Assembly. Estimates are based on a State contribution rate of 5.84 percent. Projections into fiscal years beyond 1981 have been made to allow for increases in faculty salaries as well as an increase in the number of faculty members.

CURRENT FUNDING FORMULA

The current funding formula for Maryland community colleges calls for each institution to initiate its budget and for the political subdivision to set the level of financial support within which the local college must operate. Currently the State provides 50 percent of the net operating cost up to $800 per full-time equivalent student. Current statutes require that the local political subdivision provide a minimum of 28 percent of the cost and the student is responsible for 22 percent. In those instances where the total cost exceeds $1,600 per full-time equivalent student (true in all of the community colleges), the local subdivisions and the students bear the additional cost.

Legislation introduced by the Governor during the 1980 Session would increase the cost base from $1,600 to $1,700 for all community colleges except Cecil, Chesapeake, Garrett, and Wor-Wic Tech. The cost base for Cecil, Chesapeake, and Garrett would become $2,800 and for Wor-Wic Tech $2,373. State Aid calculations are based on the assumption that the legislation will be enacted.

Legislation was enacted in 1972 and expanded in 1973 and 1975 to provide additional State Aid for a regional community college and a small community college. For these institutions the State contributes 55 percent ($1,540) of a maximum of $2,800 per full-time equivalent student. Current statute requires that the local political subdivision contribute 32 percent with the student share set at 13 percent. Wor-Wic Tech Community College (Worcester and Wicomico Counties) is currently funded on a formula basis which provides that the State contribute 55 percent ($1,305) of the first $2,373 of costs per full-time equivalent student while the counties contribute a minimum of 28 percent and the students 17 percent.

PROJECTED NET OPERATING COSTS

Table 3 shows projections based upon college estimated costs, annual enrollment changes ranging from +1 percent to -1 percent, and an overall inflationary factor which approximates 7 percent annually. Distribution of full-time equivalent Maryland students among colleges after FY 1980 is only tentative: the approved Board procedure for distributing full-time equivalent students will be followed prior to each fiscal year. These projections include only net operating expenditures and project individual and systemwide community college operating costs for FY 1980 through FY 1986. Included in the costs are Summer sessions and the cost of continuing education courses. Table 4 discloses the actual systemwide cost per full-time equivalent student for FY 1974 through FY 1979, and the projected systemwide cost per full-time equivalent student for FY 1980 through FY 1986.

Table 3 does not indicate the sources from which the funds originate. Net expenditures include only dollars expended from State, local, and student sources. The estimated college expenses are determined in Table 3 by multiplying the projected full-time equivalent students by the projected current cost per full-time equivalent student. Table 5 details estimated current operating expenses by function, while Table 6 shows estimated net current operating expenses by object classification.

It should be noted that individual college enrollments may change significantly due to local conditions. Since these data are designed primarily to determine systemwide funding requirements, local political subdivisions should not approve community college budgets based solely upon these projections.

Planning based upon projections in a rapidly changing environment is hazardous. To secure the greatest possible accuracy, the State Board for Community Colleges will annually revise all projections at the time of the submission of community college budgets to the Governor and the General Assembly.

Table 3

ACTUAL AND ESTIMATED MARYLAND FULL-TIME EQUIVALENT STUDENTS,
COST PER FULL-TIME EQUIVALENT STUDENT,
AND NET CURRENT OPERATING EXPENSES
MARYLAND COMMUNITY COLLEGES
FY 1979 THROUGH FY 1986

College	FY 1979 (Actual) FTE	Cost per FTE	Net Expenses	FY 1980 (Estimated) FTE [1]	Cost per FTE	Net Expenses
Allegany	1,620	$ 1,862	$ 3,016,440	1,637	$ 1,996	$ 3,267,452
Anne Arundel	3,999	2,092	8,365,908	4,238	2,193	9,293,934
Baltimore City	5,616	1,817	10,204,272	5,788	1,760	10,186,800
Baltimore County	13,419	2,060	27,643,140	13,522	2,168	29,315,696
Cecil	663	2,221	1,472,523	700	2,398	1,678,600
Charles	2,489	1,714	4,266,146	2,374	1,872	4,444,128
Chesapeake	852	2,620	2,232,240	868	2,885	2,504,180
Frederick	1,006	2,197	2,210,182	1,140	2,386	2,720,040
Garrett	467	2,949	1,377,183	560	2,899	1,623,440
Hagerstown	1,471	2,008	2,953,768	1,574	1,966	3,094,484
Harford	2,440	2,103	5,131,320	2,632	2,261	5,950,952
Howard	1,507	2,184	3,291,288	1,715	2,148	3,683,820
Montgomery	8,587	2,613	22,437,831	9,200	2,688	24,729,600
Prince George's	8,370	1,831	15,325,470	8,833	1,861	16,438,213
Wor-Wic Tech	343	2,163	741,909	419	2,150	900,850
TOTAL	52,849		$110,669,620	55,200		$119,832,189

College	FY 1981 (Estimated) FTE [1]	Cost per FTE	Net Expenses	FY 1982 (Estimated) FTE	Cost per FTE	Net Expenses
Allegany	1,555	$ 1,940	$ 3,016,700	1,571	$ 2,000	$ 3,142,000
Anne Arundel	4,495	2,449	11,008,255	4,540	2,605	11,826,700
Baltimore City	5,740	1,900	10,906,000	5,797	2,100	12,173,700
Baltimore County	13,456	2,250	30,276,000	13,591	2,360	32,074,760
Cecil	700	2,627	1,838,900	707	2,793	1,974,651
Charles	2,650	1,880	4,982,000	2,676	1,886	5,046,936
Chesapeake	900	2,826	2,543,400	909	2,826	2,568,834
Frederick	1,150	2,553	2,935,950	1,161	2,732	3,171,852
Garrett	570	2,901	1,653,570	576	2,904	1,672,704
Hagerstown	1,520	2,214	3,365,280	1,535	2,258	3,466,030
Harford	2,620	2,390	6,261,800	2,646	2,498	6,609,708
Howard	1,650	2,338	3,857,700	1,667	2,582	4,304,194
Montgomery	9,240	3,183	29,410,920	9,332	3,429	31,999,428
Prince George's	8,500	2,047	17,399,500	8,585	2,252	19,333,420
Wor-Wic Tech	454	2,400	1,089,600	459	2,600	1,193,400
TOTAL	55,200		$130,545,575	55,752		$140,558,317

College	FY 1983 (Estimated) FTE	Cost per FTE	Net Expenses	FY 1984 (Estimated) FTE	Cost per FTE	Net Expenses
Allegany	1,587	$ 2,060	$ 3,269,220	1,595	$ 2,120	$ 3,381,400
Anne Arundel	4,585	2,738	12,553,730	4,608	2,873	13,238,784
Baltimore City	5,855	2,300	13,466,500	5,884	2,550	15,004,200
Baltimore County	13,727	2,472	33,933,144	13,795	2,602	35,894,590
Cecil	714	2,974	2,123,436	718	3,168	2,274,624
Charles	2,703	1,897	5,127,591	2,716	1,907	5,179,412
Chesapeake	918	2,826	2,594,268	923	2,881	2,659,163
Frederick	1,173	2,923	3,428,679	1,178	3,128	3,684,784
Garrett	582	2,907	1,691,874	585	2,907	1,700,595
Hagerstown	1,550	2,303	3,569,650	1,558	2,348	3,658,184
Harford	2,672	2,606	6,963,232	2,686	2,715	7,292,490
Howard	1,684	2,838	4,779,192	1,692	3,005	5,084,460
Montgomery	9,425	3,703	34,900,775	9,472	3,978	37,679,616
Prince George's	8,671	2,477	21,478,067	8,714	1,725	23,745,650
Wor-Wic Tech	464	2,800	1,299,200	466	3,000	1,398,000
TOTAL	56,310		$151,178,558	56,590		$161,875,952

College	FY 1985 (Estimated) FTE	Cost per FTE	Net Expenses	FY 1986 (Estimated) FTE	Cost per FTE	Net Expenses
Allegany	1,595	$ 2,180	$ 3,477,100	1,579	$ 2,240	$ 3,536,960
Anne Arundel	4,608	3,015	13,893,120	4,562	3,166	14,443,292
Baltimore City	5,884	2,800	16,475,200	5,825	3,000	17,475,000
Baltimore County	13,795	2,723	37,563,785	13,658	2,867	39,157,486
Cecil	718	3,485	2,502,230	710	3,694	2,622,740
Charles	2,716	1,717	4,663,372	2,689	1,926	5,179,014
Chesapeake	923	2,881	2,659,163	913	2,881	2,630,353
Frederick	1,178	3,346	3,941,588	1,167	3,581	4,179,027
Garrett	585	2,935	1,716,975	579	2,936	1,699,944
Hagerstown	1,558	2,393	3,728,294	1,543	2,440	3,764,920
Harford	2,686	2,823	7,582,578	2,659	2,932	7,796,188
Howard	1,692	3,274	5,539,608	1,675	3,545	5,937,875
Montgomery	9,472	4,310	40,824,320	9,378	4,649	43,598,322
Prince George's	8,714	2,997	26,115,858	8,627	3,297	28,443,219
Wor-Wic Tech	466	3,200	1,491,200	461	3,400	1,567,400
TOTAL	56,590		$172,174,391	56,025		$182,031,740

As approved by the State Board for Community Colleges November 9, 1979.

FTE = Full-time equivalent

NOTE: Local community college budget approval should not be based solely on these projections. Full-time equivalent students do not include out-of-state students.

Table 4

ACTUAL AND ESTIMATED COST
PER FULL-TIME EQUIVALENT STUDENT
MARYLAND COMMUNITY COLLEGES
FY 1974 THROUGH FY 1986

Fiscal Year	Net Cost Per FTE Student
1974	$1,648[1]
1975	1,711[1]
1976	1,665[1]
1977	1,802[1]
1978	1,903[1]
1979	2,103[1]
1980	2,174[2]
1981	2,358[2]
1982	2,581[2]
1983	2,685[2]
1984	2,861[2]
1985	3,042[2]
1986	3,249[2]

[1] Actual
[2] Estimated

FTE = Full-time equivalent

Table 5

ESTIMATED NET CURRENT OPERATING EXPENSES BY FUNCTION
MARYLAND COMMUNITY COLLEGES
FY 1981 THROUGH FY 1986
(In Thousands)

Function	FY 1981	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986
Instruction	$ 67,884	$ 73,090	$ 78,613	$ 84,176	$ 89,530	$ 94,656
Libraries	7,833	8,433	9,071	9,713	10,330	10,922
Student Affairs	10,444	11,245	12,094	12,950	13,774	14,562
Plant Operation & Maintenance	19,582	21,084	22,677	24,281	25,826	27,305
General Administration	13,054	14,056	15,118	16,188	17,217	18,203
General Institutional	11,749	12,650	13,606	14,568	15,497	16,383
TOTAL	$130,546	$140,558	$151,179	$161,876	$172,174	$182,031

Table 6

ESTIMATED NET CURRENT OPERATING EXPENSES BY OBJECT
MARYLAND COMMUNITY COLLEGES
FY 1981 THROUGH FY 1986
(In Thousands)

Object	FY 1981	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986
Compensation (incl Benefits)	$104,437	$112,446	$120,943	$129,500	$137,739	$145,625
Contracted Services	7,833	8,433	9,071	9,712	10,330	10,922
Supplies & Materials	5,222	5,622	6,047	6,475	6,887	7,281
Communications	1,306	1,406	1,512	1,619	1,722	1,820
Conferences-Meetings	1,305	1,405	1,511	1,619	1,722	1,821
Grants & Subsidies	1,306	1,406	1,512	1,619	1,722	1,820
Utilities	5,222	5,622	6,047	6,475	6,887	7,281
Fixed Charges	2,610	2,812	3,024	3,238	3,443	3,640
Furniture & Equipment	1,305	1,406	1,512	1,619	1,722	1,821
TOTAL	$130,546	$140,558	$151,179	$161,876	$172,174	$182,031

FUNDING SOURCES

Table 7 shows the projected distribution of revenues using the totals in Table 3 as a base. The distribution of revenues is also based upon the current statutory formula of 50 percent State Aid, 28 percent local funds, and 22 percent student tuition. Historical precedent indicates that the statutory dollar limitation in State Aid will likely increase. Therefore, the distribution of revenues as outlined in Table 7 assumes that the State will not be restricted to the current statutory dollar limitation in its 50 percent share of net operating costs. Precedent also indicates, however, that State support will not rise as rapidly as suggested in Table 7.

Table 7

DISTRIBUTION OF PROJECTED REVENUES BY SOURCE
NOT LIMITED TO STATUTORY MAXIMUM
MARYLAND COMMUNITY COLLEGES
FY 1981 THROUGH FY 1986
(In Thousands)

Source	FY 1981	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986
Tuition & Fees	$ 28,720	$ 30,923	$ 33,259	$ 35,613	$ 37,878	$ 40,047
Counties/City	36,553	39,356	42,330	45,325	48,209	50,969
State	65,273	70,279	75,590	80,938	86,087	91,015
TOTAL	$130,546	$140,558	$151,179	$161,876	$172,174	$182,031

Table 8 shows projections of the total costs expected to be absorbed by the counties (and the City of Baltimore) and the students. Annual increases in State Aid, as noted in Table 8, are based upon growth in full-time equivalent enrollment with a statutory limitation of $850 maximum per full-time equivalent student (pending approval of the 1980 Session of the General Assembly). Three colleges will operate at a statutory maximum of $1,540 per full-time equivalent in State Aid, and one college will operate at $1,305 per full-time equivalent student if legislation introduced by the Governor during the 1980 Legislative Session is enacted.

Table 8

DISTRIBUTION OF PROJECTED REVENUES BY SOURCE
LIMITED TO STATUTORY MAXIMUM
MARYLAND COMMUNITY COLLEGES
FY 1981 THROUGH FY 1986
(In Thousands)

Source	FY 1981	FY 1982	FY 1983	FY 1984	FY 1985	FY 1986
Tuition & Fees	$ 35,987	$ 40,185	$ 44,592	$ 49,065	$ 53,596	$ 58,260
Counties/City	42,530	47,491	52,699	57,986	63,341	68,853
State Aid	48,758	49,229	49,834	50,365	50,365	49,622
Miscellaneous	3,271	3,653	4,054	4,460	4,872	5,296
TOTAL	$130,546	$140,558	$151,179	$161,876	$172,174	$182,031

Table 8 shows how, in a period of minor increases in enrollment coupled with significant inflationary rates, the State's share of operating costs will decline dramatically if current patterns of funding are projected into the future. This decline is so significant

that in FY 1983 the counties would begin to contribute more to the cost of operations than the State and in FY 1985 both the counties and students would contribute sums in excess of the State's contribution. This situation can only be avoided by significant cost reductions, or an increase in the State Aid rate, or a combination of both.

PHYSICAL FACILITIES

Formulating educational requirements and initiating planning for new facilities are all responsibilities of community college boards of trustees based upon policies established by the State Board for Community Colleges. The State Board for Community Colleges, by authority of Maryland law and pursuant to the State guidelines for community college facilities planning, has the authority to review all plans for new facilities. The Board solicits the comments of the State Board for Higher Education, the Department of State Planning, and the Department of General Services. After project proposals are reviewed by the Board staff, recommendations on the advisability of capital projects are made to the State Board of Public Works, which has the final authority for all State funded capital projects. The State Board for Community Colleges is also charged with the responsibility to develop, within its Plan for Community Colleges, detailed physical facilities requirements and projections of capital funds necessary to finance them.

PRESENT AND PROJECTED FACILITIES REQUIREMENTS

Table 9 includes an inventory of present and projected net assignable square feet for Maryland community colleges through FY 1985. Projected facilities requirements are based upon revised facilities and space guidelines adopted by the Board of Public Works in November 1974. Facilities requirements also reflect projected full-time day equivalent enrollments at each institution through FY 1986.

PROJECTED CAMPUSES

To avoid excessively large student populations on a single campus and at the same time to insure greater geographic accessibility, it may be necessary to construct additional campuses. Map I indicates present colleges, branch campuses, and a planned campus. On the basis of projected space requirements, the State Board for Community Colleges has approved the establishment of one additional campus in Prince George's County in the Clinton area. Prince George's Community College is currently reassessing its plans for this campus and will not initiate further development during this fiscal year.

Any consideration of new campuses or new colleges in Maryland must be justified on the basis of population projections and space requirements in the immediate service area only. Formal action by the State Board for Community Colleges for the establishment of additional campuses or new colleges in Maryland will be based upon college presentation of a county or service area master plan, programs to be offered, site location, and specific campus enrollment projections.

Table 9

INVENTORY OF EXISTING AND PROJECTED NET ASSIGNABLE SQUARE FEET
MARYLAND COMMUNITY COLLEGES
AS OF JANUARY 1, 1980

College	Existing NASF FY 1980	NASF/FTDE FY 1980	On SBCC Priority List	Projected Total FTDE FY 1985	Projected NASF In FY 1985	NASF/FTDE FY 1985
Allegany [1]	209,554	227.53	-	940	209,554	222.93
Anne Arundel	199,769	75.16	30,634	2,794	230,403	82.46
Baltimore City:						
Liberty	208,340	91.02	-	2,337	208,340	89.15
Harbor	114,171	99.80	-	1,168	114,171	97.75
Baltimore County:						
Catonsville	307,020	110.32	-	2,841	307,020	108.07
Dundalk [2]	114,453	213.53	-	547	114,453	209.24
Essex	290,843	89.55	34,156	3,316	324,999	98.01
Cecil	43,053	155.43	-	284	43,053	151.60
Charles	107,041	110.69	21,935	1,140	128,976	113.14
Chesapeake	101,005	174.75	-	589	101,005	171.48
Frederick	79,712	118.09	9,380	681	89,092	130.83
Garrett [3]	60,462	251.93	-	253	60,462	238.98
Hagerstown	117,005	120.13	-	997	117,005	117.36
Harford	148,174	105.24	23,126	1,439	171,300	119.04
Howard	120,979	140.84	-	878	120,979	137.79
Montgomery:						
Rockville	410,825	82.99	-	4,950	410,825	82.99
Takoma Park	160,631	91.79	3,753	1,750	164,384	93.93
Germantown	110,715	120.34	11,474	1,082	122,189	112.93
Prince George's						
Largo	302,007	58.51	53,591	5,271	355,598	67.46
Clinton	-	-	-	-	-	-
Wor-Wic Tech	-	-	-	208	-	-
TOTAL	3,205,759	98.51	188,049	33,465	3,393,808	101.41

1 Includes 86,128 NASF not financed by community college funds.

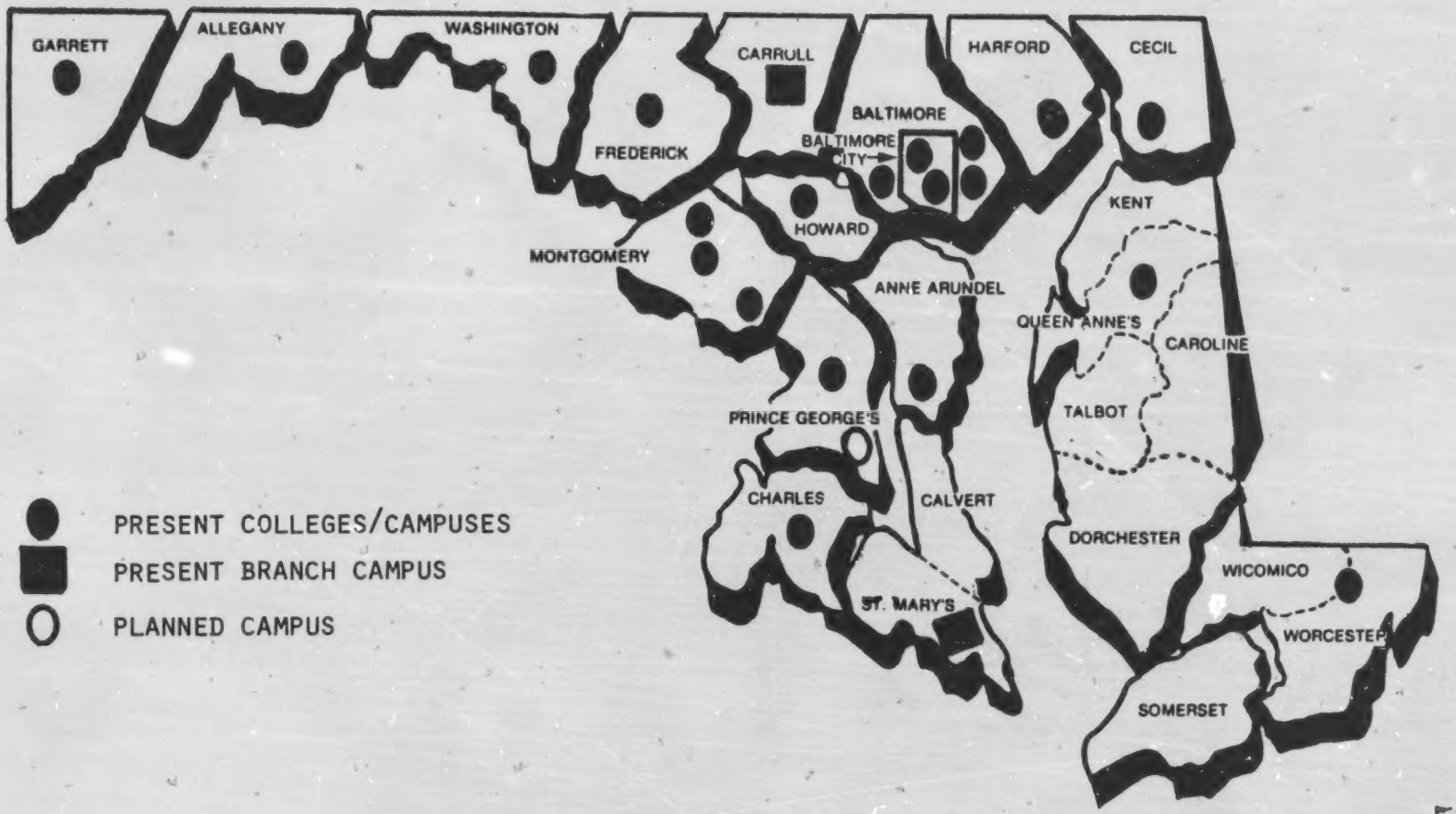
2 Includes 18,313 NASF of gymnasium space in excess of Guidelines financed by others.

3 Includes 14,832 NASF financed with ARDA funds.

FTDE = Full-time day equivalent
NASF = Net assignable square feet

Map 1

MARYLAND COMMUNITY COLLEGES



POLITICAL SUBDIVISIONS WITHOUT A COMMUNITY COLLEGE

In Fall 1979, 23 of the 24 political subdivisions in Maryland were served by a community college. Over 99 percent of the State's population live in these counties and Baltimore City. Map I indicates that four counties do not have their own community college: Carroll, Calvert, St. Mary's, and Somerset. Carroll County is served by a branch campus of Catonsville Community College. Calvert County has a procedure to allow its students to enroll at any community college in Maryland at in-county rates. Charles County Community College opened a branch campus in St. Mary's County in Fall 1978.

National guidelines for the establishment of new community colleges vary in their estimate of the full-time equivalent enrollment necessary to insure the viability of an institution. Based on Maryland's experience over the past twenty-five years, the community college facilities guidelines state that a projected full-time equivalent enrollment of 700 within five years be recognized as the minimum enrollment guideline for the establishment of a new community college. Local political subdivisions must initiate and forward to the State Board for Community Colleges any request for the introduction of new community colleges or new campuses of existing institutions.

ALTERNATIVES TO ESTABLISHING PERMANENT FACILITIES

The first alternative to the establishment of a permanent campus in a county without a college is to operate a community college using existing facilities. This has been accomplished at Wor-Wic Tech Community College serving Worcester and Wicomico Counties. Another alternative is not to operate a separate community college but to contract with nearby community colleges to establish a branch in the county, such as Carroll County has done with Catonsville Community College and St. Mary's County with Charles County Community College.

Use of branch campus can provide a trial period to test local desire for the establishment of a college. At the end of the trial period the county can decide whether to: (1) discontinue the experiment if the response indicates that community college instruction is unwanted, (2) continue the use of a branch campus indefinitely (or for an additional trial period), or (3) plan for the establishment of a local community college.

STATE CAPITAL FUNDING FORMULA

The State provides at least 50 percent of the capital funds required for community college construction on a matching basis for projects which are eligible for support under the State facilities guidelines. In some instances community colleges are eligible for more than 50 percent State Aid based upon the level of State support for the local public school system. Regional community colleges are eligible for up to 75 percent in State Aid.

Prior to July 1, 1975, the capital construction bonds for Maryland community colleges limited State Aid to 50 percent of $6,000 per full-time day equivalent student. In those instances where the public school formula was used, this limitation was adjusted. Effective with the passage of the FY 1976 bond bill (July 1, 1975), this statutory limit was increased to 50 percent of $8,000 per full-time equivalent student using the following formula:

> $6,000 multiplied by the projected full-time equivalent capacity of the college, less the total cost of projects at the college approved by the Board of Public Works prior to the effective date of this Act. The result of this calculation to be multiplied by 1.33 (the factor of $8,000 divided by $6,000).

State participation includes its share of eligible cost of: site acquisition and development, architect-engineer fees, construction costs, furniture, and equipment.

STATE PARTICIPATION IN CAPITAL CONSTRUCTION--PAST AND PROJECTED COSTS

During the period FY 1961-FY 1980, the Maryland General Assembly authorized $113,000,000 in State capital construction bonds for community colleges for expenditure. Table 11 indicates that $100,850,127 of the $113,000,000 was allocated to the individual institutions by the Board of Public Works. Of this total, $91,084,923 was actually expended through January 1, 1980. The difference of $9,765,204 represents construction in process or completed and not closed out.

Column 3 of Table 11 also summarizes the projected allocation requests by institutions for the period FY 1980-FY 1986. As illustrated, the projected allocations for this period total $20,215,063 of which $9,737,991 is available from bonds previously authorized. Thus, the projected net State bond requirement for the period FY 1980-FY 1986 is $10,477,072.

The projected construction of facilities for individual community colleges and the capital costs for each are included in Chapter VII. These projections are based upon FY 1980 dollars and will be updated annually. Table 10 summarizes the projected State bond requirements for the period FY 1980-FY 1986.

Table 10

PROJECTED BOND REQUIREMENTS
MARYLAND COMMUNITY COLLEGES
FY 1980-FY 1986

FY 1980-FY 1986	$ 20,215,063
Less Bond funds on hand	9,737,991
NET BOND REQUIREMENTS	$ 10,477,072

Table 11

PREVIOUS AND PROJECTED STATE CAPITAL CONSTRUCTION EXPENDITURES[1]
MARYLAND COMMUNITY COLLEGES
AS OF JANUARY 1, 1980

College	State Bond Authorizations FY 1961-FY 1980 Allocated	State Bond Authorizations FY 1961-FY 1980 Expended	Projected Requirements FY 1980-FY 1986
Allegany	$ 3,790,385	$ 2,909,726	$ 23,642
Anne Arundel	7,612,167	7,187,857	1,374,829
Baltimore City:			
Liberty	3,131,396	2,799,788	5,063,380
Harbor	7,245,171	7,025,665	-
Baltimore County:			
Catonsville	9,039,311	8,821,746	46,727
Dundalk	4,377,184	2,779,724	2,008,000
Essex	11,520,715	9,269,570	791,555
Cecil	1,703,833	1,640,561	37,412
Charles	4,286,389	4,047,648	1,743,095
Chesapeake	4,774,709	4,507,557	308,519
Frederick	2,347,916	2,195,285	1,191,566
Garrett	942,133	815,899	396,480
Hagerstown	2,384,248	2,326,493	163,712
Harford	4,550,668	4,367,270	995,396
Howard	4,461,505	4,192,545	-
Montgomery:			
Rockville	8,658,008	8,641,458	741,000
Takoma Park	5,250,000	5,029,827	451,000
Germantown	5,095,906	3,418,933	473,500
Prince George's:			
Largo	8,993,483	8,422,371	4,405,250
Clinton	685,000	685,000	-
Wor-Wic Tech	-	-	-
TOTAL	$100,850,127	$ 91,084,923	$ 20,215,063

[1] These figures represent State expenditures only. They will approximate 50 percent of total construction costs.

CONSTRUCTION PRIORITIES

The construction priority list (Table 12) was approved by the State Board for Community Colleges July 17, 1979. The FY 1981 construction priority list will be approved in July 1980 by the Board.

Table 12

COMMUNITY COLLEGE CAPITAL PROJECTS ELIGIBLE FOR STATE ASSISTANCE
UNDER BOARD OF PUBLIC WORKS APPROVED GUIDELINES
FY 1980

Priority	College	Project	Estimated State Share
1	Allegany	Reroof Seven Buildings Design and Construction	$ 904,494*
2	Baltimore	Roof Replacement Design and Construction	98,000*
3	Baltimore	Heating, Ventilation Replacement Design and Construction	56,000*
4	Anne Arundel	Theater Furniture and Equipment	75,595
5	Essex	Career Center Construction Furniture and Equipment	1,785,810*
6	Dundalk	Site Development and Athletic Fields Phase II Construction	200,000
7	Charles	Assembly-Classroom-Laboratory Bldg Design and Construction Furniture and Equipment	1,617,825*
8	Anne Arundel	Modifications for the Handicapped Design and Construction	45,484
9	Baltimore	Modifications for the Handicapped Design and Construction	35,000*
10	Catonsville	Modifications for the Handicapped Design and Construction	46,727
11	Charles	Modifications for the Handicapped Design and Construction	57,808*
12	Dundalk	Modifications for the Handicapped Design and Construction	20,000

Priority	College	Project	Estimated State Share
13	Essex	Modifications for the Handicapped Design and Construction	$ 20,000
14	Frederick	Modifications for the Handicapped Design and Construction	45,666
15	Hagerstown	Modifications for the Handicapped Design and Construction	26,485*
16	Harford	Modifications for the Handicapped Design and Construction	92,111
17	Montgomery: Rockville	Modifications for the Handicapped Design and Construction	160,500*
18	Prince George's	Modifications for the Handicapped Design and Construction	30,000
19	Frederick	Energy Conservation Modifications Design and Construction	83,400
20	Hagerstown	Energy Conservation Modifications Design and Construction	130,870
21	Anne Arundel	Student Center Addition Design and Construction Furniture and Equipment	827,500
22	Anne Arundel	Physical Plant Addition Design and Construction	79,250
23	Montgomery: Germantown	Physical Education Addition Design and Construction	473,500
24	Harford	Vocational-Technical Center Alterations Design and Construction	579,950*
25	Essex	Planetarium Modifications Construction Furniture and Equipment	60,000
26	Essex	Library Alterations Design and Construction	85,000

Priority	College	Project	Estimated State Share
27	Baltimore	Library Alterations Design and Construction	$ 75,320
28	Baltimore	Business Wing Alterations Design and Construction	215,600
29	Hagerstown	Chemistry Laboratory Alterations Design and Construction	27,545
30	Cecil	Physical Education Space Alterations and Site Development Design and Construction	19,642
31	Charles	Campus Access Road Design and Construction	137,487*
32	Charles	Parking Lot Design and Construction	82,492*
33	Essex	Parking Lot Design	13,000
34	Baltimore	Additional Parking Design	14,000
35	Baltimore	Site Development Design and Construction	52,500
TOTAL ESTIMATED STATE SHARE FY 1980			$ 8,274,561
* FUNDS ALLOCATED BY BOARD OF PUBLIC WORKS FOR THESE PROJECTS			2,721,682
REMAINING REQUIRED FUNDS			$ 5,552,879

NOTE: The amount actually allocated is not always the same as the estimated amount.

V. OBJECTIVES

The goals described earlier in the Plan are coupled with specific objectives in this chapter. The objectives are presented separately for the State Board for Community Colleges and for the community colleges. Implementation stretegies are described in Chapter VII and evaluation plans are outlined in Chapter IX.

GOAL OF THE STATE BOARD FOR COMMUNITY COLLEGES

It is the goal of the State Board for Community Colleges to provide planning, coordination, service, and leadership in maintaining a quality community college system.

Objectives

The following major objectives will be pursued in addition to the requirements specifically mentioned in the Education Article.

1. Seek additional State funding for community colleges.
2. Implement the College Evaluation System, using the system developed in FY 1979.*
3. Revise the criteria in the Program Data Monitoring System and coordinate program evaluation of at least 40 instructional programs.*
4. Develop a mechanism for State financial assistance with deferred maintenance items and major renovation projects.
5. Conduct graduate and employer follow-up studies and publish a comprehensive report.*
6. Analyze, report, and follow up on community college audit management letters.
7. Revise the Discipline Cost Analysis manual and implement standard computer programs in all colleges for producing the discipline cost analysis report.
8. Support and maintain contact with Statewide affinity groups, such as the occupational deans and the institutional research directors.

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* This objective is supported through a grant from the Maryland State Department of Education, Division of Vocational-Technical Education.

GOALS OF THE COMMUNITY COLLEGES

GOAL 1 - TO PROVIDE A BASIC EDUCATION IN THE LIBERAL ARTS

Objective 1.1

Offer a comprehensive array of courses that include natural sciences, literature, history, social sciences, languages, and fine arts.

GOAL 2 - TO PROVIDE QUALITY COMPREHENSIVE CAREER PROGRAMS, COURSES, AND STUDENT SERVICES

Objective 2.1

Increase access to quality occupational programs in response to local, regional, and State manpower requirements.

Objective 2.2*

Improve the quality of orientation, advisement, counseling, career development, and placement of occupational students.

Objective 2.3*

Promote staff development and handicapped awareness for faculty and staff teaching occupational courses.

GOAL 3 - TO PROVIDE QUALITY COMPREHENSIVE TRANSFER PROGRAMS AND STUDENT SERVICES

Objective 3.1

Provide access to baccalaureate institutions by offering quality transfer programs.

Objective 3.2

Guarantee admission with full junior standing to a public baccalaureate institution to community college graduates of articulated transfer programs.

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* This objective is supported through a grant from the Maryland State Department of Education, Division of Vocational-Technical Education.

GOAL 4 - TO PROVIDE QUALITY CONTINUING EDUCATION COURSES AND COMMUNITY SERVICE ACTIVITIES

Objective 4.1

Provide continuing education, community and public services within the college service area.

Objective 4.2

Work with local subdivisions to establish the most effective adult education programs.

GOAL 5 - TO PROVIDE EQUAL ACCESS TO COMMUNITY COLLEGES FOR ELIGIBLE MARYLAND CITIZENS

Objective 5.1

Reflect at least the same racial composition in enrollment that exists within the community college service area.

Objective 5.2

Continue to attract an increasingly diverse student population.

GOAL 6 - TO PROVIDE EFFICIENT COMMUNITY COLLEGE OPERATIONS WITHOUT IMPAIRING THE QUALITY OF SERVICES

Objective 6.1

Seek continued improvement in the effectiveness and efficiency of community college instructional programs.

Objective 6.2

Determine the most efficient means of allocating available resources for the operation of Maryland community colleges.

GOAL 7 - TO ASSIST ECONOMIC DEVELOPMENT THROUGH COOPERATION WITH BUSINESS AND INDUSTRY IN MEETING EDUCATION AND TRAINING NEEDS

Objective 7.1

Develop courses designed to meet specific education and training needs.

Objective 7.2

Develop small business institutes to provide technical assistance to local businesses.

VI. MAJOR POLICY DIRECTIONS AND ACTIONS

During FY 1981, the State Board for Community Colleges intends to undertake two major actions which could have a significant impact upon Maryland's community college system. The following are the details of the steps which the Board will take in relation to these two major policy directions.

COMMUNITY COLLEGE FUNDING

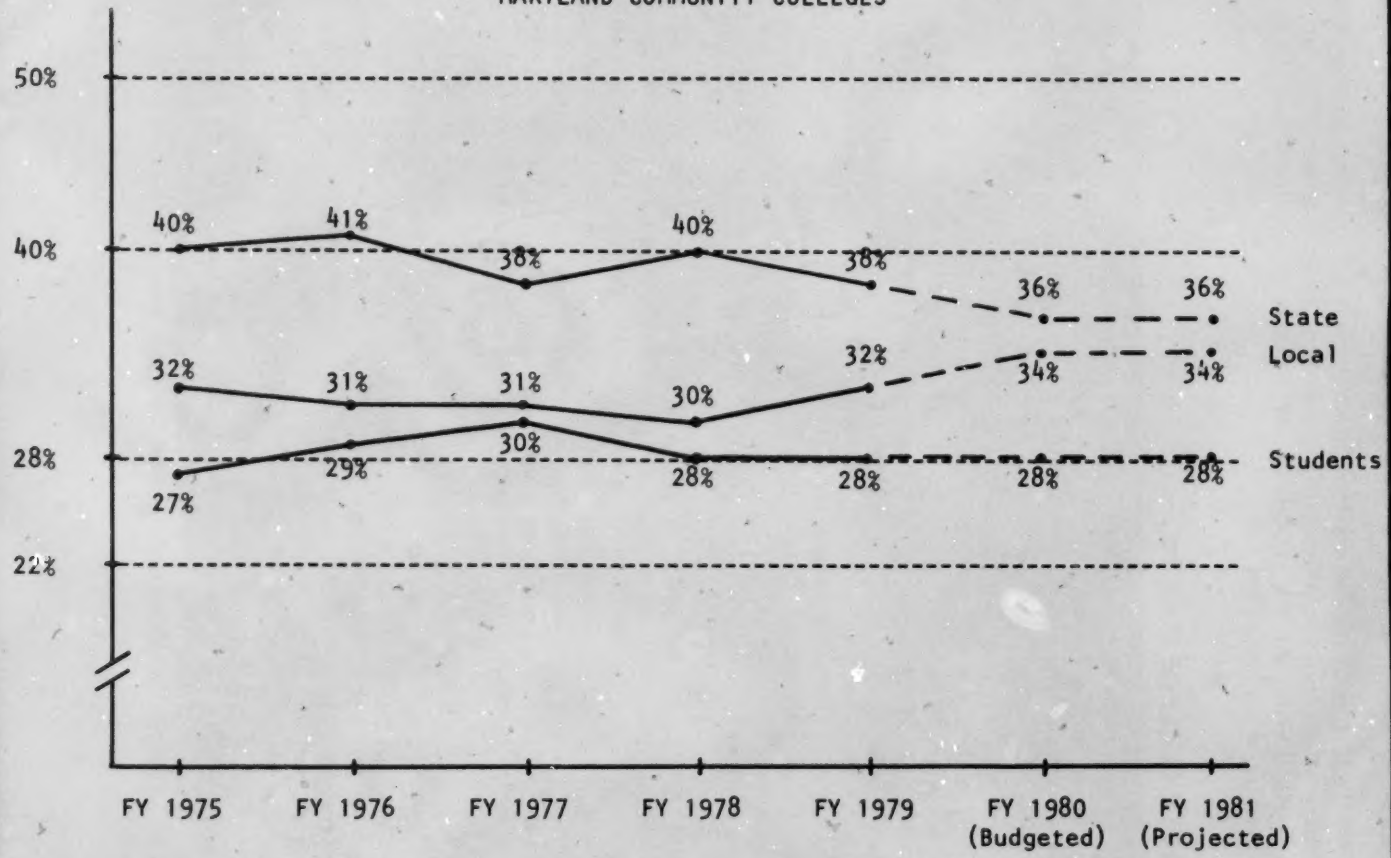
The State aid rate for Maryland community colleges was last increased in FY 1978. The previous change in the formula was in FY 1972. In 1979, the Governor and the Joint Chairmen's Report of the General Assembly requested that the State Board for Community Colleges conduct a study of community college funding. The State Board for Community Colleges, the Maryland community college Presidents, and the Commissioner of Higher Education examined 15 funding alternatives. The approach that was ultimately recommended to the Governor provided State aid to community colleges in relation to the State General Fund expenditures per full-time equivalent student in the State college system. A somewhat higher aid rate was proposed for smaller community colleges. The Governor instead proposed a $50 increase in the State aid rate and continued analysis of the funding problem by the Task Force to Study State-Local Fiscal Relationships.

Inadequate funding is the number one problem in the Maryland community college system. The combination of stable enrollments, high inflation, and a fixed aid formula has precipitated a serious problem. Unless the level and procedure for funding are changed, the projected enrollment declines in the 1980s could be quite damaging to the community college system. The State's share of support for community colleges is set at 50 percent in the Education Article. However, the dollar amount is limited to 50 percent of $1,600 per full-time equivalent student for most colleges. In FY 1979, the average cost per full-time equivalent was $2,103, 31 percent above the ceiling for most community colleges. As the State's share of the cost declines, the student and the local shares must increase. See Figure 2.

Community colleges have already dealt with the consequences of the erosion in the State share of support. They have increased tuition, left administrative vacancies unfilled, and formed committees to search out every available way to cut costs. Because of these previous cost reductions, the consequences of a further decline in State support will be severe. Colleges will be forced to postpone certain equipment and maintenance expenditures, to provide little or no salary increases, and to delay development of instructional programs. One clear example of the damage to program development is the need for word processing equipment in the secretarial science curricula. Within a few years, word processing skills will be a prerequisite, but no community college in Maryland currently has the sophisticated word processing equipment.

Figure 2

PERCENT OF ADJUSTED CURRENT EXPENSES
CONTRIBUTED BY THE THREE MAJOR SOURCES OF REVENUE
MARYLAND COMMUNITY COLLEGES



NOTE: The figure assumes $50 additional State aid in FY 1981. Miscellaneous sources of revenue approximate 2 percent of the cost per full-time equivalent student each year.

Inadequate funding is the number one problem in Maryland community colleges and the State share must be increased to insure the survival of some colleges and the quality of all. The State Board for Community Colleges will cooperate with the Governor's Task Force and will continue to seek the additional State support needed to maintain an excellent community college system.

ENERGY CONSERVATION

It is generally accepted in postsecondary education that the 1980s will bring higher energy costs and stable, if not reduced, enrollments. Further, there is agreement that higher education in Maryland should prosper and and not merely survive the decade. To this end, the State Board for Community colleges makes two proposals that will not only conserve energy but reduce the operating costs of the colleges. The proposals have been submitted to the State Board for Higher Education.

Proposal #1: That (1) all public institutions of higher education in Maryland adopt an academic calendar that operates primarily from September through December, and March through June; and (2) all public institutions explore the possibility of adopting a four-day week.

It is well known that the current academic calendar has origins in the agrarian society where the Summer months were available for harvesting crops. With less than 4 percent of the work force now engaged in farming, such a rationale is hardly warranted. The era of cheap energy is gone, and energy costs for heating and cooling are highest in January, February, July, and August. The increase in costs for energy can be seen in the Higher Education Price Index (HEPI) developed by Kent Halstead. In the eight fiscal years from 1971 through 1979, the HEPI rose by 69 percent. However, the component index for utilities has risen 180 percent in the same period. In Maryland community colleges, utilities comprize $101 per full-time equivalent student of the $2,358 per full-time equivalent student cost estimated for FY 1981.

Adopting the energy-saving calendar would help to reduce costs in other ways beyond heating and lighting. Outlays for salary would be lower because there would be less need for snow removal and custodial work.

The proposed calendar appears to inhibit the desirable trend away from a rigid semester schedule. However, colleges could still operate noncredit courses, Summer sessions, and minimesters in a reduced number of buildings. Such offerings typically involve far less full-time equivalent student enrollment, and there is no reason to heat and cool all buildings Summer and Winter, day and evening. (In the Maryland community colleges, only 7.5 percent of the full-time equivalent students are taught in the Summer sessions.) It would be necessary for all public colleges to adopt this new calendar at the same time, so that students could transfer smoothly and individual colleges would not feel that they were sailing against the wind.

Proposal #2: That the State of Maryland organize and pay for 100 percent of a capital improvement program to retrofit buildings for alternate energy sources, including solar,

coal, wind, methane, and wood; and that the State Board for Higher Education organize a task force to coordinate related State agencies, such as the Maryland Energy Office, to study energy alternatives appropriate for each campus and to draft legislation to begin the capital funding program.

Since the State is heavily involved in supporting public higher education, including the community colleges, and since energy costs will continue to rise rapidly, it is in the State's best interest to promote alternate energy sources. It makes sense to retrofit buildings for alternate energy sources. The cost will be high but will be less than the long-run cost for energy.

DEFERRED MAINTENANCE

In order to make financial assistance available to Maryland community colleges to significantly reduce the existing deferred maintenance problem, the following actions are recommended.

The State Board for Community Colleges will request that the Governor and General Assembly establish a special operating fund category of $300,000 per year for five years to provide matching State general funds to correct and eliminate deferred maintenance.

- Local subdivisions must provide their matching share at the same contribution rate applied to capital improvement projects.

- The Maryland State Board for Community Colleges will administer the program and request approval of the Board of Public Works for allocations from this special operating fund category and for contract awards in accordance with existing policy and procedures used for capital projects.

The State Board for Community Colleges will request that the Governor and General Assembly establish, at the end of five years, a special operating fund category of $100,000 per year (1979 dollars) to provide financial assistance, as recommended by the State Board for Community Colleges and as approved by the Board of Public Works, to correct significant emergency repair items, such as boiler replacement, fire damage corrections and flooding repairs, and commencement of planned equipment replacement programs.

The State Board for Community Colleges will provide each Maryland community college with the Department of General Services Comprehensive Maintenance and Repair Program Manual and request that provisions of the manual be followed as closely as possible.

VII. IMPLEMENTATION

STRATEGIES

In the revision of the Statewide Master Plan for Community Colleges in Maryland Fiscal Years 1979-1984, strengths and problems of the community college system were identified. Through discussions held at each campus, the strengths and problems were revised and are shown in Chapter IV. In the development of the State Plan for FY 1981-1986, strategies were drafted for supporting the strengths and addressing the problems. During discussions held at each college, hundreds of specific comments were recorded from faculty, students, administrators, and local board members. The draft strategies were changed to reflect the comments, and the revisions are shown in this chapter.

At the end of each strategy is a code to show the agency responsible for implementing that strategy: "C" for college, "S" for State Board for Community Colleges, and "G" for Governor and General Assembly. The college strategies are intended to provide an array of possible actions. Each college is not expected to follow every strategy but to examine each strategy to see if it would be appropriate for implementation. Strategies that require funding must be viewed in the context of all college priorities. Some colleges are already implementing certain strategies, and further action may be unnecessary for those colleges.

STRENGTHS OF THE COMMUNITY COLLEGE SYSTEM

Strategies for Supporting Student Goal Achievement

A. Provide adequate academic advising to help students match their talents and goals with the resources of the college. Career planning activities are particularly recommended. Insure that part-time students have access to such services. (C)

B. Add standardized questions (available from the State Board for Community Colleges) about reasons for attendance as admissions forms are revised. (C)

C. Identify and assist students who have difficulty achieving their educational goals. Create systems for earlier contact with students who are having problems. (C)

D. Continue follow-up surveys to determine student goal achievement. Use exit interviews to explore reasons for students leaving the college. (C)

Strategies for Supporting Faculty Competence

A. Continue to provide funds for faculty development, including travel funds. Include part-time faculty in development programs. (C)

B. Increase publicity about regional faculty development conferences. (S)

C. Continue to write feature stories for local newspapers about excellent teachers. (C)

D. Encourage campus administrators to use informal contacts and letters to compliment faculty members about their classroom and professional accomplishments. (C)

E. Encourage the president and deans to manage the college with a style that is supportive of the faculty and which builds and maintains each person's sense of worth and importance. (C)

Strategies for Maintaining Local Support

A. Continue to operate speaker's bureaus to bring faculty and administrators in touch with community groups. (C)

B. Encourage community contact with the college through campus events and use of college facilities, such as the pool and library. (C)

C. Meet with elected county and State officials to discuss college issues and needs. (C, S)

D. Send basic information about course offerings to a wide range of persons, including nonreturning students. (C)

E. Prepare publications which describe the comprehensive benefits of community colleges. (C, S)

Strategies for Supporting Geographic Access

A. Continue course offerings at off-campus locations. (C)

B. Provide student support services at off-campus locations. (C)

C. Offer courses that use television, radio, and newspapers as a part of the instruction. (C)

Strategies for Supporting Quality Facilities

A. Continue State funding for the additional costs of making facilities available to handicapped students. (S)

B. Develop State guidelines for funding deferred maintenance and major renovations. (S)

C. Obtain State funding for the renovation of facilities that have become less effective with age. (S)

D. Provide more financial incentives for using community facilities instead of new construction. (S)

E. Assist colleges in getting federal energy conservation funds. (S)

Strategies for Supporting Diverse and Responsive Programs

A. Improve guidance to make students more aware of certificate programs available. (C)

B. Encourage colleges to develop certificate programs. (C, S)

C. Conduct systematic program evaluation (both transfer and career programs). (C, S)

D. Enact legislation for full State support of Statewide and regional programs. (S, G)

E. Continue to offer noncredit continuing education courses. (C)

F. Survey citizens, business, and industry to identify community needs. (C, S)

PROBLEMS OF THE COMMUNITY COLLEGE SYSTEM

Strategies for Addressing the Financial Squeeze

A. Increase the State's share of funding for community colleges. (S, G)

B. Share more data within the college about the financial squeeze, and solicit ideas from employees about how to reduce costs and increase income. (C)

C. Use volunteers to assist faculty and support staff. (C)

D. Establish a program to seek donations from business, industry, and alumni. (C, S)

E. Create more incentives for reducing costs. (C)

F. Find more precise measures of administration costs and conduct a cost analysis of administrative functions to find more ways to reduce overhead. (C)

G. Develop a plan for reducing the number of employees or reassigning responsibilities before such a plan might be needed. (C)

H. Analyze courses and programs in which enrollment is extremely low. (C)

I. Explore methods for State funding that are different from the current formula. (C, S)

Strategies for Addressing the Decline of General Education

A. Search for reasonable agreement at each campus about what general education is and about the most effective ways to provide it. (C)

B. Conduct faculty workshops about the integration of general education concepts into career courses. Examples of such concepts are critical thinking, problem solving, and value setting. (C)

C. Develop several interdisciplinary courses in general education that are required for successful completion of an associate degree. (C)

D. Conduct research to determine the writing competency of AA graduates; if the results do not represent the skills that the college expects of a graduate, take steps to correct the situation. (C)

Strategies for Addressing Increased Reporting and Regulation

A. Work with the State Board for Higher Education to develop a system for the collection of employee and degree data using magnetic tape rather than paper forms. Colleges would receive the computer programs necessary to create the tape, and five manually prepared forms would be eliminated. No personal identifiers would be used on the employee data tape. (S)

B. Combine the State Board for Higher Education and the Division of Vocational-Technical Education student enrollment reports. (S)

C. Conduct the biennial follow-up study of first-time students on a sampling basis (using annual graduate follow-up data for program evaluation). (S)

D. Request that the State Board for Higher Education and the Division of Vocational-Technical Education seek a biennial period for some reports. (S)

E. Provide the computer programs to the colleges for preparing the discipline cost analysis report. (S)

COLLEGE PROFILES

Plans for Statewide implementation have been given in Chapter IV and are summarized as follows:

Student Enrollment	Table 1, Figure 1	Pages 27 and 29
State Aid	Table 3	Pages 35 and 36
Facilities	Table 9	Page 41

This section provides a brief overview of the present status and future growth of the individual community colleges in enrollment, programs, and facilities. Current program offerings for each institution are identified, followed by a listing of proposed new programs to be introduced annually over the next five-year period. Program priorities have been established for Fall 1981 and Fall 1982.

For facilities planning purposes, enrollment data are summarized for full-time day equivalent students. Enrollment data are followed by a listing of existing campus facilities and projections of annual space needs for each institution through FY 1986. Projected State capital construction costs are limited by the current bond maximum per full-time day equivalent student and the community college facilities guidelines.

Enrollment projections, the proposed introduction of new programs, and facilities requirements for each institution will be updated annually. These data will serve as the basis for requesting State funds, as well as for the review of program proposals by the State Board for Community Colleges.

ALLEGANY COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title	HEGIS Code	Title
5001-01	Business Training	5202-01	Dental Assisting
5005-01	Secretarial Science	5209-01	Nursing, Practical
5103-01	Electronic Data Processing Program	5306-01	Automotive Technology
5104-01	Electronic Data Processing Operator	5505-01	Law Enforcement Technology

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5205-01	Medical Laboratory Technology
4920-01	Biological & Physical Sciences Area	5207-01	Radiologic Technology
4940-01	Engineering Area	5208-01	Nursing, Registered
4950-01	General Studies Area	5216-01	Mental Health Technology
4960-01	Teacher Education Area	5306-01	Automotive Technology
4970-01	Business Administration Area	5311-01	Electromechanical Technology
5001-01	Business Technology	5403-01	Forest Technology (Statewide)
5005-01	Secretarial Science	5505-01	Law Enforcement
5008-01	Media Technology	5506-01	Recreation Leadership
5101-01	Electronic Data Processing Technology		
5203-01	Dental Hygiene (Statewide)		

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment
	Fall 1981			
5003	Banking & Finance Management	$ -0-	$ 35,000	15
5503	Child Care Development	15,000	54,000	15
	Fall 1982			
5004	Retail Merchandising	$ -0-	$ 54,000	15
5599	Legal Assistant	-0-	27,000	15

Projected Programs - Not in Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1983		Fall 1984
5399	Coal Mining Technology	5408	Sanitary Technology
5399	Heavy Equipment Operator	5317	Construction Trades
5299	Emergency Medical Technology		
	Fall 1985		
5219	Physical Therapy Technology		
5210	Occupational Therapy Technology		
5404	Dietary Technician		

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	925	929	932	936	940	944

Humanities
Administration & Library
College Center
Science
Auto Technology
Careers Center
Continuing Education Center
Physical Education & Pool
Services
Total existing 209,554

Modifications for Handicapped

Total State funds allocated FY 1961 to date	$ 3,790,385
Projected Bond requirement FY 1980-FY 1986	$ 23,642

ANNE ARUNDEL COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title

Present Programs - Certificate

5001-01	Business Management	5310-01	Electronics
5005-01	Secretarial Science	5315-01	Mechanical Engineering Technology
5012-01	Music		
5101-01	Electronic Data Processing		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5101-01	Electronic Data Processing
4920-01	Biological & Physical Sciences Area	5208-01	Nursing, Registered
		5216-01	Human Services
4940-01	Engineering Area	5304-01	Architectural Technology
4950-01	General Studies Area	5309-01	Civil Engineering Technology
4960-01	Teacher Education Area	5310-01	Electrical Engineering Technology
4970-01	Business Administration Area		
5001-01	Business Management	5315-01	Mechanical Engineering Technology
5002-01	Financial Accounting		
5004-08	Retail Management	5406-01	Ocean Engineering Technology
5005-01	Executive Secretarial Science		
5008-01	Multi-Media Technology	5505-01	Law Enforcement

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact		Estimated Enrollment
		Capital	Operating	
	Fall 1981			
5215	Respiratory Therapy	$ 25,000	$ 32,000	40
5207	Radiation Therapy	25,000	32,000	40
5317	Construction Technologies	15,000	20,000	30
5213	Medical Assistant	-0-	15,000	20
5314	Instrumentation Technologies	15,000	20,000	20
	Fall 1982			
5299	Paramedic/EMT	$ 15,000	$ 25,000	15
5005	Word Processing	10,000	15,000	25
5317	Applied Energy Technology	10,000	50,000	30
5599	Para-Legal Studies	-0-	20,000	20
5402	Horticulture	10,000	20,000	30

Projected Programs - Not in Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1983		Fall 1984
5503	Interpreting for the Deaf	5299	Health Care Administration
5501	Government Services		
5317	Alternative Energy Science		

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	2,686	2,713	2,740	2,767	2,794	2,821
Administration							
Humanities							
Science							
Careers Center							
Library							
Student Center							
Physical Education & Pool							
Central Plant							
Total existing	199,769						
Theater Arts		9,095					
Physical Plant Addition		3,740					
Student Center Addition			17,799				
Library Alterations; Modifications for Handicapped							

Total State funds allocated FY 1961 to date	$ 7,612,167
Projected Bond requirement FY 1980-FY 1986	$ 1,374,829

COMMUNITY COLLEGE OF BALTIMORE

PROGRAMS

Code	HEGIS Title
	Present Programs - Certificate
5003-01	Banking & Finance - H
5004-07	International Trade/ Harbor Management - H (Regional)
5005-01	Office Skills - H/L
5012-02	Fashion Design - H
5012-03	Interior Design - H
5012-04	Piano Technology - L
5202-01	Dental Assisting - L
5208-02	Nursing, Occupational Health - L
5211-01	Operating Room Technician - L
5299-01	Emergency Medical Service - H
5306-01	Automotive Technology - H
5309-01	Highway Design, Safety Engineer - H
5310-01	Electronics Technology - H
5317-02	Heating, Air Conditioning, & Refrigeration - H
5406-02	Oceanography - H
5408-01	Environmental Health Technology - H
5501-03	Government Service Aide - H
5503-02	Communication Aide - L
5505-01	Public Safety - H
5506-01	Recreation Aide - L
5599-01	Legal Assistant - L
5599-02	Gerontology - L
	Present Programs - Associate Degree
4910-01	Arts & Sciences Area - H/L
4920-01	Biological & Physical Sciences Area - H/L
4930-01	Humanities & Social Sciences Area - H/L
4940-01	Engineering Area - H/L
4950-01	General Studies Area - H/L
4960-01	Teacher Education Area - H/L
4970-01	Business Administration Area - H/L
5002-01	Accounting - H/L
5003-01	Banking & Finance - H
5004-01	Business - H/L
5004-07	International Trade/ Harbor Management - H (Regional)
5005-01	Secretarial Sciences - H/L
5008-01	Radio & Television - L
5010-01	Hospitality Management - H
5012-02	Fashion Design - H
5012-03	Interior Design - H
5012-04	Piano Technology - L
5012-05	Commercial Art - L
5103-01	Data Processing & Computer Science - H/L
5203-01	Dental Hygiene - L (Statewide)
5204-01	Dental Laboratory Technology - L
5205-01	Medical Laboratory Technology - L
5208-01	Nursing, Registered - L
5213-01	Medical Records Technology - L
5215-01	Respiratory Therapy Technology - L (Regional)
5216-01	Mental Health Technology - L
5219-01	Physical Therapy Assistant - L (Regional)
5299-01	Emergency Medical Service - H
5303-01	Drafting Technology - H
5306-01	Automotive Technology - H
5309-01	Highway Design, Safety Engineer - H
5310-01	Electronics Technology - H
5317-01	Construction Technology - H
5317-02	Heating, Air Conditioning & Refrigeration - H
5399-01	Plant Engineering Technology - H
5404-01	Dietetic Technology - L
5406-02	Oceanography - H
5408-01	Environmental Health Technology - H

Present Programs - Associate Degree contd.

5501-01	Urban Development Assistant - H	5505-01	Public Safety - H
5501-03	Government Service Assistant - H	5506-01	Recreation Leadership - L
5503-01	Early Childhood Education - L	5506-03	Human Services Assistant - H
5503-02	Special Education in Speech & Hearing - L	5507-01	Fire Protection Technology - H
		5599-01	Legal Assistant - L
		5599-02	Gerontology - L

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment
	Fall 1981			
5508	Public Sector Management - H	$ -0-	$ 35,000	40
5501	Housing Management - H/L	-0-	35,000	40
5299	Pharmacy Technician - L	2,000	20,000	20
5008	Media Technology - L	50,000	15,000	20
5299	Industrial Hygiene & Safety - H	-0-	15,000	20
5505	Criminalistics - H	5,000	3,600	10
5503	Special Education Assistant - H/L	-0-	20,000	30
	Fall 1982			
5209	Nursing, Practical - L	$ -0-	$ 50,000	30
5317	Energy Research Technology - H	10,000	20,000	25
5399	Marine Propulsion Technology - H	40,000	27,000	25
5299	Medical/Dental Receptionist - L	-0-	15,000	25
5404	Dietetic Technology - L	-0-	10,000	20

Projected Programs - Not in Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1983		Fall 1984
5301	Fluid Technology - H	5305	Chemical Technology - H
5215	Cardio-Pulmonary Technology - L	5201	Allied Health Technician - L
5218	Health Services Management - H/L	5012	Music Instrument Repair - L

Projected Programs - Not In Priority Order contd.

Fall 1985

5313	Textile Technology - H	H = Harbor Campus
5299	Physician's Assistant - L	L = Liberty Campus

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PHYSICAL FACILITIES

Liberty Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	2,299	2,308	2,317	2,327	2,337	2,347

Administration-Classrooms
Student Center
Science & Allied Health
Library
Physical Education
Total existing 208,340

Parking Lot; Modifications for Handicapped, Roof Replacement; HVAC Replacement; Library Alterations; Business Wing Alterations, Site Development; Campus Building Alterations

Total State funds allocated FY 1961 to date $ 3,131,396

Projected Bond requirement FY 1980-FY 1986 $ 5,063,380

Harbor Campus

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	1,149	1,154	1,159	1,163	1,168	1,173

Administration-Humanities-
Library-Science-Assembly-
Student Service Center
Careers Center
Total existing 114,171

Total State funds allocated FY 1961 to date $ 7,245,171

Projected Bond requirement FY 1980-FY 1986 $ -0-

CATONSVILLE COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title
	Present Programs - Certificate
5002-01	Business Accounting
5004-05	Materials Management
5004-06	Real Estate
5005-01	Secretarial-Typist-Clerk Typist
5008-02	T.V. Operations & Maintenance Technology
5009-01	Printing Management Technology
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Data Processing Technology
5299-03	Mortuary Science (Statewide)
5299-06	Occupational Safety & Health Technology
5299-07	Dialysis Technology
5304-01	Architectural & Engineering Design Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-01	Quality Control Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology
5317-01	Construction Management Technology
5317-04	Construction Inspection Technology
5505-01	Criminal Justice
5506-01	Grounds & Park Management
	Present Programs - Associate Degree
4910-01	Arts & Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Business Accounting
5004-05	Materials Management
5004-06	Real Estate
5004-08	Marketing Management
5005-01	Secretarial
5008-02	T.V. Operations & Maintenance Technology
5009-01	Printing Management Technology
5011-01	Air Transportation Management (Regional)
5011-02	Traffic & Transportation Management
5012-05	Applied Art & Design
5101-01	Data Processing Technology
5208-01	Nursing, Registered
5216-01	Mental Health Associate
5299-03	Mortuary Science (Statewide)
5299-06	Occupational Safety & Health Technology
5304-01	Architectural & Engineering Design Technology
5305-01	Chemical Technology
5309-01	Civil Engineering Technology
5309-02	Surveying Technology
5310-01	Electronics Technology
5312-02	Industrial Maintenance Technology
5315-01	Machine & Tooling Technology
5317-01	Construction Management Technology
5317-04	Construction Inspection Technology

Present Programs - Associate Degree contd.

5505-01	Criminal Justice	5507-01	Fire Protection Technology
5506-01	Recreation & Parks Leadership		

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment
	Fall 1981			
5005	Word Processing	$ -0-	$ 4,700	150
5012	Interior Design & Decoration	-0-	5,000	25
5001	Basic Management & Administration Skills	-0-	4,700	100
5506	Recreation Enterprises	-0-	4,700	30
5011	Air Cargo Transportation	-0-	7,000	20
5506	Exercise Technician	-0-	4,700	20
5307	Diesel Technician	-0-	10,000	25
5303	Die Fabrication	-0-	10,000	25
	Fall 1982			
5317	Construction Apprentice	$ -0-	$ 6,500	40
5310	Fiber Optics	-0-	10,000	25
5507	Industrial Fire Prevention	-0-	7,000	25
5008	Radio, TV Repair	-0-	10,000	30
5506	Outdoor Leadership	-0-	5,000	20
5201	Nursing Health Aide Technician	-0-	8,500	45
5310	Avionics	-0-	10,000	20

Projected Programs - Not in Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1983		Fall 1984
5310	Micro Processing Technician	5303	Machine Design
5004	Inventory Materials Control	5509	Highway Construction & Design Technician
5508	Government Administration		
5506	Athletic Training	5201	Community Assistant

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CATONSVILLE CATONSVILLE

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	2,795	2,806	2,818	2,829	2,841	2,853

Administration	
Administration/Faculty	
Humanities-Classrooms	
Technical Arts	
Electronics Laboratory	
Planetarium	
Science	
Student Services	
Learning Resources	
Student Union	
Tudor House	
Classroom I	
Classroom II	
Physical Education & Pool	
Central Services	
Total existing	307,020
Modifications for Handicapped	

Total State funds allocated FY 1961 to date	$ 9,039,311
Projected Bond requirement FY 1980-FY 1986	$ 46,727

CECIL COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-01	Clerk Typist	5317-01	Construction Trades Technology
5007-01	Professional Photography (Regional)	5505-01	Law Enforcement & Corrections Technology
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5007-01	Professional Photography (Regional)
4950-01	General Studies Area		
4960-01	Teacher Education Area	5317-01	Construction Trades Technology
4970-01	Business Administration Area	5505-01	Law Enforcement & Corrections Technology
5001-01	Business Management		
5005-01	Secretarial Science		

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Estimated Financial Impact Operating	Estimated Enrollment
	Fall 1981			
5506	Recreation Technology	$ 5,000	$ 15,000	20
5004	Real Estate	-0-	2,500	20
5317	Drafting	2,000	2,500	10
5213	Medical Record Technology	-0-	3,000	10
	Fall 1982			
5208	Nursing, Registered	$ 50,000	$ 75,000	25
5317	Solar Energy Technology	50,000	75,000	25
5505	Law Enforcement-Security	5,000	15,000	15
5310	Electronics Technology	20,000	10,000	15
5004	Business Management-Advertising & Merchandising	-0-	2,500	5

Projected Programs - Not in Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1983		Fall 1984
5307	Diesel Technologies	5004	Business Management-Personnel
5507	Fire Protection Technologies	5004	Business Management-Investments
5004	Business Management-Retail & Consumer Credit		
	Fall 1985		
5007	Commercial Art		
5004	Business Management-Transportation		
5004	Business Management-Tourism		

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	279	281	282	283	284	285

Administration-Classroom
Physical Education
Total existing 43,053

Classroom, Laboratory
Offices, General Purpose 20,000

Modifications for Handicapped; Alterations to Administration-Classroom Building
Site Development

Total State funds allocated FY 1961 to date $ 1,703,833

Projected Bond requirement FY 1980-FY 1986 $ 37,412

CHARLES COUNTY COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-06	Real Estate	5399-05	Pollution Abatement Technology
5005-01	Secretarial Science	5402-01	Horticulture
5104-01	Computer Operator	5504-01	Library Technology Assistant
5209-01	Nursing, Practical	5506-01	Recreation Leadership
5303-01	Drafting	5507-01	Fire Science Technology
	Present Programs - Associate Degree		
4940-01	Engineering Area	5208-01	Nursing, Registered
4950-01	General Studies Area	5310-01	Electronics Technology
5004-01	Management Development	5399-05	Pollution Abatement Technology
5004-06	Real Estate	5406-02	Estuarine Resource Technology
5005-01	Secretarial Science	5505-01	Law Enforcement
5103-01	Computer Programming	5507-01	Fire Science Technology

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment
	Fall 1981			
5009	Printing	$ -0-	$ 5,000	20
5002	Accounting & Finance	-0-	20,000	15
5299	Industrial Hygiene	-0-	15,000	20
	Fall 1982			
5508	Public Administration	$ -0-	$ 15,000	20

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	1,002	1,036	1,071	1,105	1,140	1,174

Administration		
Social Sciences		
Science & Technology		
Biology Laboratory		
Library		
Student Services		
Physical Education & Pool		
Maintenance		
Total existing	107,041	
Assembly & Laboratory		21,935

Campus Access Road; Parking Lot; Modifications for Handicapped

Total State funds allocated FY 1961 to date	$ 4,286,389
Projected Bond requirement FY 1980-FY 1986	$ 1,743,095

CHESAPEAKE COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5001-01	Business Management	5317-02	Air Conditioning/Heating/ Refrigeration Technology
5005-01	Secretarial Science		
5012-03	Home Furnishing Aide	5402-01	Agricultural Business
5310-01	Electronics Technology	5406-04	Marine Maintenance Technology
5317-01	Drafting	5503-01	Early Childhood Development
		5505-01	Law Enforcement
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5205-01	Medical Laboratory Technology
4950-01	General Studies Area		
4960-01	Teacher Education Area	5310-01	Electronics Technology
4970-01	Business Administration Area	5317-01	Architectural-Building Construction Technology
5001-01	Business Management Technology		
5004-06	Real Estate	5505-01	Law Enforcement
5005-01	Secretarial Science	5506-01	Recreation Technician

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment
	Fall 1981			
5317	Electrical Installation	$ -0-	$ 15,000	20
	Fall 1982			
5004	Marketing & Retailing	$ -0-	$ 10,000	25

Projected Programs - Not in Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1983		Fall 1984
5103	Electronic Data Processing	5213	Medical Records Technology

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CHESAPEAKE CHESAPEAKE

PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	670	672	675	678	681	684
Administration & Library							
Sciences; Humanities							
Technical Center							
Student Service Center							
Physical Education & Pool							
Total existing	101,005						
Roof Replacement							

Total State funds allocated FY 1961 to date	$ 4,774,709*
Projected Bond requirement FY 1980-FY 1986	$ 308,519

* Does not include two loans to the counties.

DUNDALK COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5001-01	Retail Sales	5503-02	Special Education Instructional Aide
5004-06	Real Estate	5503-03	Child Development & Early Child Care
5005-01	Secretarial Science	5599-03	Paraprofessional Counseling
5311-02	Stationary Engineering Technology (Regional)	5599-04	Labor Studies (Regional)
5312-03	Industrial Technology		
5402-02	Retail Floristry (Regional)		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5311-02	Stationary Engineering Technology (Regional)
4950-01	General Studies Area	5312-03	Industrial Technology
4960-01	Teacher Education Area	5503-02	Special Education Instructional Aide
4970-01	Business Administration Area	5503-03	Child Development & Early Child Care
5001-01	Business & Industrial Management	5599-01	Legal Assistant
5002-01	Accounting	5599-03	Paraprofessional Counseling
5004-06	Real Estate	5599-04	Labor Studies (Regional)
5005-01	Secretarial Science		
5007-01	Photography		
5008-01	Media Technology		

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment
		Fall 1981		
5001	Supervision	$ -0-	$ 24,000	10
5314	Instrumentation	-0-	24,000	10
		Fall 1982		
5308	Welding	$ -0-	$ 33,800	13
5399	Hydraulics/Pneumatics	-0-	19,200	8
5304	Insurance	-0-	24,000	10
5402	Horticulture	-0-	30,000	12

Projected Programs - Not in Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1983		Fall 1984
5317	Solar Energy	5599	Child Counseling
5005	Word Processing	5503	Hospital Child Care

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	539	541	543	545	547	549
Administration-Energy Plant							
Classrooms							
Learning Rescource Center							
Humanities-Classroom							
Physical Education							
Maintenance							
Total existing	114,453						
Careers Center						31,615	
Athletic Fields; Modifications for Handicapped							

Total State funds allocated FY 1961 to date	$ 4,377,184
Projected Bond requirement FY 1980-FY 1986	$ 2,008,000

ESSEX COMMUNITY COLLEGE

PROGRAMS

Present Programs - Certificate

HEGIS Code	Title
5001-01	Small Business Management
5002-01	Accounting
5003-01	Banking
5004-02	Statistical Clerk
5005-01	Secretarial Science
5010-02	Restaurant-Club Management
5099-02	Travel & Tourism
5103-01	Data Processing
5202-01	Dental Assisting
5215-01	Respiratory Therapy
5216-02	Drug Abuse Counselor
5218-01	Health Services Management
5299-05	Podiatric Assistant
5303-01	Drafting Technology
5503-01	Early Childhood Development, Preschool
5505-01	Criminal Justice

Present Programs - Associate Degree

HEGIS Code	Title
4910-01	Arts & Sciences Area
4920-01	Biological & Physical Sciences Area
4930-01	Humanities & Social Sciences Area
4940-01	Engineering Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5001-01	Business Management
5002-01	Accounting
5003-01	Banking
5004-01	Industrial Management
5004-02	Statistical Associate
5004-08	Marketing Management
5004-09	Personnel Management
5005-01	Secretarial Science
5010-02	Restaurant-Club Management
5099-01	Court & Conference Reporting
5103-01	Data Processing
5105-01	Computer Technology
5202-01	Dental Assisting
5205-01	Medical Laboratory Technician
5206-01	Animal Science, Veterinary Assistant
5207-01	Radiologic Technology
5208-01	Nursing, Registered
5216-01	Human Services
5218-01	Health Services Management
5299-02	Nuclear Medicine Technology
5299-05	Podiatric Assistant
5299-08	Physician's Assistant
5301-01	Engineering Technology
5399-06	Packaging Technology
5503-01	Early Childhood Development
5505-01	Criminal Justice
5508-01	Public Administration Assistant

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment
	Fall 1981			
5099	Travel & Tourism	$ -0-	$ 25,000	50
5216	Mental Health Associate	-0-	23,000	20
5005	Machine Shorthand Transcriber	-0-	22,000	20
5312	Manufacturing Engineering Technology	-0-	20,000	18
5505	Forensic Science Technician	-0-	20,000	25
5212	Orthoptist	-0-	25,000	15
5205	Histologic Technician	-0-	25,000	15
5299	Pharmacy Technician	-0-	25,000	25
5215	IV Therapy	-0-	15,000	10
	Fall 1982			
5213	Medical Records Technician	$ -0-	$ 30,000	30
5004	Fashion Merchandising	-0-	20,000	15
5201	Home Health Care Assistant	-0-	25,000	20
5219	Physical Therapy Assistant	-0-	25,000	10
5299	Chiropractic Assistant	-0-	20,000	15
5399	Technical Writing Assistant	-0-	20,000	20
5404	Dietetic Assistant	-0-	16,000	15
5012	Family & Home Consumer Studies Specialist	-0-	20,000	20
5501	Cultural Resources Aide	-0-	20,000	20
5212	Opthalmic Dispensing Technician	-0-	20,000	10
5005	Bilingual Secretary	-0-	13,000	10

Projected Programs - Not in Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1983		**Fall 1984**
5503	Speech Pathology Assistant	5007	Medical Photography
5309	Engineering Model Building	5505	Probation & Parole Technician
5004	International Trade Associate	5505	Juvenile Services Technician
5399	Biomedical Equipment Technology	5199	Information Systems Specialist
		5404	Dietetic Technician
		5599	Research Associate

Projected Programs - Not In Priority Order contd.

Fall 1985

5212 Opthalmic Medical Assistant
5299 Ultra Sound Technician

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	3,262	3,275	3,289	3,302	3,316	3,329
Administration-Instructional							
Humanities							
Science-Allied Health							
Social Science-Human Development							
Student Services Center							
Library							
Physical Education & Pool							
Central Power; Maintenance							
Total existing	290,843						
Planetarium & Laboratory		1,656					
Career Educational Center		32,500					
Administration Annex						12,433	
Library Addition							22,636

Site Development-Parking; Modifications for Handicapped; Library Alterations

Total State funds allocated FY 1961 to date	$11,520,715
Projected Bond requirement FY 1980-FY 1986	$ 791,555

FREDERICK COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title

Present Programs - Certificate

5005-01	Secretarial Science	5302-01	Aviation Maintenance Technology
5101-01	Data Processing		
5202-01	Dental Assistant	5310-01	Electronics Technology
5205-01	Biomedical Laboratory Technology		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5101-01	Data Processing
4950-01	General Studies Area	5205-01	Biomedical Laboratory Technology
4960-01	Teacher Education Area		
4970-01	Business Administration Area	5208-01	Nursing Education
		5310-01	Electronics Technology
5001-01	Business Management	5505-01	Administration of Criminal Justice
5002-01	Business Accounting		
5005-01	Secretarial Science	5506-02	Park Operation & Management

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment
	Fall 1981			
5004	Banking/Financial Management	$ -0-	$ 20,000	25
	Fall 1982			
5402	Agribusiness	$ -0-	$ 20,000	25

Projected Programs - Not in Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1983		Fall 1984
5317	Construction Trades Management	5005	Word Processing
	Fall 1985		
5216	Human Services Assistant		

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	679	682	685	688	691	695

Administration & Library							
Classroom & Student Services							
Science Laboratory							
Physical Education & Physical Plant							
Lecture & Music Hall							
Total existing	79,712						
Assembly				9,380			
Aviation Building					4,375		
Modifications for Handicapped; Energy Conservation Modifications							

Total State funds allocated FY 1961 to date	$ 2,347,916
Projected Bond requirement FY 1980-FY 1986	$ 1,191,566

GARRETT COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-01	Business Secretarial	5401-01	Environmental & Renewable Resources
5206-01	Veterinary Science Technology (Regional)	5403-02	Wildlife Management (Statewide)
5312-02	Maintenance Technology		
5399-03	Coal Mining Technology		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5206-01	Veterinary Science Technology (Regional)
4930-01	Humanities & Social Sciences Area	5312-02	Maintenance Technology
4950-01	General Studies Area	5399-03	Coal Mining Technology
4960-01	Teacher Education Area	5401-01	Environmental & Renewable Resources
4970-01	Business Administration Area		
5004-01	Business Occupational	5403-02	Wildlife Management (Statewide)
5005-01	Secretarial Science		

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment
	Fall 1981			
5216	Human Services	$ -0-	$ 20,000	20-25
	Fall 1982			
5506	Outdoor Leadership	$ 18,000	$ 10,000	18-20
5506	Tourism	Study incomplete		
5317	Energy Conservation Technology	Study Incomplete		

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	249	250	251	252	253	254
Administration							
Learning Center							
Technical Center							
Coal Mining Tech Center							
Physical Education							
Total existing	60,462						
Student Services Center							6,250

Total State funds allocated FY 1961 to date	$ 942,133
Projected Bond requirement FY 1980-FY 1986	$ 396,480

HAGERSTOWN JUNIOR COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-01	Secretarial Administration & Clerk-Typist	5505-01	Police Services
		5505-02	Correctional Services
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5101-01	Data Processing
4920-01	Biological & Physical Sciences Area	5207-01	Radiologic Technology
		5208-01	Nursing, Registered
4930-01	Humanities & Social Science Area	5216-01	Human Services Technology
		5311-01	Electrical Engineering Technology
4940-01	Engineering Area		
4950-01	General Studies Area	5315-01	Mechanical Engineering Technology
4960-01	Teacher Education Area		
4970-01	Business Administration Area	5404-01	Hospitality
5002-01	Accounting & Business	5503-01	Early Childhood Instructional Aide
5004-01	Management		
5004-08	General Merchandising	5505-01	Police Services
5005-01	Executive Secretarial	5505-02	Correctional Services

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	979	983	988	992	992	1,001

Administration		
Student Center		
Careers Center		
Academic		
Science		
Assembly		
Library		
Physical Education		
Central Plant		
Total existing	117,005	
Administration Addition		1,850

Modifications for Handicapped; Energy Conservation Modifications; Chemistry Laboratory Alterations

Total State funds allocated FY 1961 to date	$ 2,384,248
Projected Bond requirement FY 1980-FY 1986	$ 163,712

HARFORD COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5002-01	Accounting	5104-01	Computer Operator
5003-03	Insurance	5209-01	Nursing, Practical
5004-06	Real Estate	5301-01	Engineering Technology
5004-08	Retail Management	5303-01	Drafting-Surveying
5005-01	Office Education	5306-01	Automotive Engineering Technology
5007-01	Photography		
5008-01	Mass Communications	5310-01	Electronic Technology
5012-03	Interior Design	5505-01	Criminal Justice
5103-01	Computer Programming	5505-03	Law Enforcement
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5012-03	Interior Design
4940-01	Engineering Area	5101-01	Data Processing
4950-01	General Studies Area	5208-01	Nursing, Registered
4960-01	Teacher Education Area	5301-01	Engineering Technology
4970-01	Business Administration Area	5306-01	Automotive Engineering Technology
5002-01	Accounting		
5003-03	Insurance	5310-01	Electronics Technology
5004-08	Retail Management	5407-01	Science Laboratory Technology
5005-01	Office Education		
5008-01	Mass Communications	5505-01	Criminal Justice

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment
	Fall 1981			
5317	Construction Management	$ 5,000	$ 8,000	40
5408	Landscape & Environmental Design	-0-	5,000	24
5103	Computer Services Management	-0-	1,000	10
5004	Banking & Finance	-0-	4,000	30
5506	Athletic Training	-0-	500	10
	Fall 1982			
5508	Public Administration	$ -0-	$ -0-	15
5299	Pharmacy Technician	-0-	2,000	4
5300	Automotive Parts Merchandising	-0-	2,000	40
5311	Electromechanical Technology	25,000	6,000	30

Projected Programs - Not in Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1983		Fall 1984
5004	Distribution Management	5408	Environmental Monitoring Technician
5506	Athletic Management	5310	Business Equipment Technology
	Fall 1985		
5314	Manufacturing Technology		

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	1,415	1,421	1,427	1,433	1,439	1,445

Administration
Learning Resource Center
Fine Arts
Academic
Science
Student Services
College Center
Physical Education & Pool
Maintenance
Total existing 148,174

Conversion of Vocational Building 23,126

Modifications for Handicapped; Alteration of Fine Arts Building

Total State funds allocated FY 1961 to date $ 4,550,668

Projected Bond requirement FY 1980-FY 1986 $ 995,396

HOWARD COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-03	Housing Management	5317-05	Advanced Carpentry
5004-08	Retailing	5399-02	Biomedical Engineering Technology (Regional)
5005-01	Secretarial Science		
5101-01	Data Processing		
5317-03	Basic Carpentry	5402-01	Plant Science
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5101-01	Data Processing
4950-01	General Studies Area	5208-01	Nursing, Registered
4960-01	Teacher Education Area	5212-01	Vision Care Technology (Regional)
4970-01	Business Administration Area		
5002-01	Accounting	5310-01	Electronics Technology
5004-01	Business Management	5399-02	Biomedical Engineering Technology (Regional)
5004-10	Wholesale & Physical Distribution		
5005-01	Secretarial Science		

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment
	Fall 1981			
5004	Real Estate	$ -0-	$ 22,000	15
5208	Patient Care Management	-0-	20,000	15
5214	Medical Assisting	-0-	20,000	12
	Fall 1982			
5304	Drafting	$ 30,000	$ 25,000	15
5004	Small Business Management	-0-	20,000	20
5503	Early Childhood Education	-0-	20,000	20
5312	Building Maintenance	15,000	25,000	15

Projected Programs - Not in Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1983		Fall 1984
5599	Legal Assistant	5299	Pharmacy Technology
5505	Security Management	5007	Medical Photography
		5206	Small Animal Assistant
	Fall 1985		
5307	Diesel Technician		
5310	TV & Sound Maintenance		
5299	Sonography		

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PHYSICAL FACILITIES

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	863	867	871	874	878	882
Communication Arts & Administration							
Learning Resource & Science							
Nursing Education							
Physical Education & Pool							
Total existing	120,979						

Total State funds allocated FY 1961 to date $ 4,461,505

Projected Bond requirement FY 1980-FY 1986 $ -0-

MONTGOMERY COMMUNITY COLLEGE

PROGRAMS

Rockville Campus

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-01	Secretarial	5503-03	Child Care Aide
5010-02	Food Management	5505-02	Corrections
5104-01	Computer Operator	5507-01	Fire Science
5306-01	Automotive Technology		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5010-02	Food & Beverage Management
4920-01	Biological & Physical Sciences Area	5012-05	Advertising Art
		5103-01	Computer Science Technology
4930-01	Humanities & Social Sciences Area	5105-01	Computer Technician
		5301-01	General Engineering
4940-01	Engineering Area	5304-01	Architecture & Construction
4950-01	General Studies Area	5306-01	Automotive Technology
4960-01	Teacher Education Area	5309-01	Civil Engineering Technology
4970-01	Business Administration Area	5310-01	Electronics Technology
5002-01	Accounting	5315-01	Mechanical Engineering Technology
5004-01	Management		
5005-01	Secretarial	5505-01	Criminal Justice
5007-01	Photography	5506-01	Recreation Leadership
5008-01	Radio & Television Broadcasting	5507-01	Fire Science
		5508-02	Geography, Cartography & Community Planning
5009-01	Printing Technology		
5010-01	Hotel-Motel Management		

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment
	Fall 1982			
5004	Management Information Systems	$ -0-	$ 16,000	20
5012	Music Performance	-0-	8,000	15

Projected Programs - Not in Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1983		Fall 1984
5599	Gerontology	5503	Speech Pathology

Takoma Park Campus

HEGIS Code	Title	HEGIS Code	Title

Present Programs - Certificate

5005-01	Secretarial	5214-01	Medical Assistant
5202-01	Dental Assisting		

Present Programs - Associate Degree

4910-01	Arts & Sciences Area	5005-01	Secretarial
4920-01	Biological & Physical Sciences Area	5103-01	Computer Science & Technology
		5202-01	Dental Assisting
4930-01	Humanities & Social Sciences Area	5204-01	Dental Laboratory Technology
		5205-01	Medical Laboratory Technician
4940-01	Engineering Area	5207-01	Radiologic Technology
4950-01	General Studies Area	5208-01	Nursing, Registered
4960-01	Teacher Education Area	5214-01	Medical Assistant
4970-01	Business Administration Area	5216-01	Mental Health Associate

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment
		Fall 1981		
5002	Accounting	$ -0-	$ 14,000	15
5004	Banking & Finance	-0-	8,000	18
5503	Child Care	-0-	7,500	15
5203	Dental Hygiene	244,720	93,850	21
5004	Management	-0-	7,000	15
5004	Retail Management	-0-	7,000	15
5012	Interior Design	-0-	7,000	17
5299	Ultra Sound Technician	-0-	20,000	12

Projected Programs - In Priority Order contd.

Fall 1982

5310	Appliance Repair	$	-0-	$ 20,000	16
5218	Hospital Unit Manager		-0-	7,000	15
5212	Optometric Assistant		-0-	20,000	15

Projected Programs - Not in Priority Order

HEGIS Code	Title
	Fall 1983
5399	Biomedical Equipment Technology
5402	Horticulture
5213	Medical Records Technology
5211	Operating Room Technician
5299	Physician's Assistant

Germantown Campus

HEGIS Code	Title

Present Programs - Certificate

5005-01	Secretarial

Present Programs - Associate Degree

4910-01	Arts & Sciences Area
4920-01	Biological & Physical Science Area
4930-01	Humanities & Social Science Area
4950-01	General Studies Area
4960-01	Teacher Education Area
4970-01	Business Administration Area
5002-01	Accounting
5004-01	Management
5005-01	Secretarial
5311-01	Electromechanical Technology

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Estimated Financial Impact Operating	Estimated Enrollment
	Fall 1981			
5004	Banking & Financial Management	$ -0-	$ 14,000	
5103	Computer Science	25,000	16,000	
5506	Recreational Leadership	-0-	5,000	

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PHYSICAL FACILITIES

Rockville Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	4,950	4,950	4,950	4,950	4,950	4,950

Administration; Humanities
Science Center; Fine Arts
Technical Center; Art
Computer Science; Music
Student Services
Campus Center
Campus Tower
Physical Education & Pool
Total existing 410,825

Modifications for Handicapped; Energy Conservation Modifications; Site Development

Total State funds allocated FY 1961 to date $ 8,658,008

Projected Bond requirement FY 1980-FY 1986 $ 741,000

Takoma Park Campus

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	1,750	1,750	1,750	1,750	1,750	1,750

Mathematics; Nursing		
Social Science		
Office Studies		
Commons; Fine Arts		
Resource Center		
Science Center		
Communication Arts		
Physical Education & Pool		
Total existing	160,621	
Speech & Music Laboratory*		3,753
Energy Conservation Modifications		

* No State funds.

Total State funds allocated FY 1961 to date $ 5,250,000

Projected Bond requirement FY 1980-FY 1986 $ 451,000

Germantown Campus

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	952	985	1,017	1,050	1,082	1,115

Science & Technology		
Humanities		
Physical Education		
Total existing	108,722	
Physical Education Addition		11,474

Total State funds allocated FY 1961 to date $ 5,095,906

Projected Bond requirement FY 1980-FY 1986 $ 473,000

PRINCE GEORGE'S COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5004-06	Real Estate	5317-01	Residential Construction
5005-01	Secretarial & Clerk-Typist	5503-03	Day Care
5103-01	Computer Programming	5505-01	Criminal Justice
5104-01	Computer Operations		
	Present Programs - Associate Degree		
4910-01	Arts & Sciences Area	5213-01	Medical Records Technology
4930-01	Humanities & Social Sciences Area	5215-01	Respiratory Therapist
4940-01	Engineering Area	5216-01	Human Services-Mental Health
4950-01	General Studies Area	5299-02	Nuclear Medicine Technology
4960-01	Teacher Education Area	5301-01	Mechanical Engineering Technology
4970-01	Business Administration Area	5303-01	Drafting Technology
5001-01	Business Management-Administrative Assistant	5309-01	Civil Engineering Technology
5002-01	Accounting	5310-01	Electronic Engineering Technology
5004-06	Real Estate	5312-01	Industrial Engineering Technology
5004-08	Marketing Management	5503-03	Child Care Assistant
5005-01	Secretarial Science	5505-01	Criminal Justice
5101-01	Computer/Data Processing	5506-01	Recreation Leadership & Parks
5202-01	Dental Assistant	5507-01	Fire Science Technology
5205-01	Medical Laboratory Technology		
5207-01	Radiologic (X-Ray) Technology		
5208-01	Nursing, Registered		

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact: Capital	Operating	Estimated Enrollment
	Fall 1981			
5004	Banking & Financial Management	$ -0-	$ 16,000	30-250
5010	Hotel-Motel Management	-0-	28,000	60-300
5004	Insurance Manager	-0-	16,000	20-80

Projected Programs In Priority Order contd.

Fall 1982

5508	Public Administration	$ 24,000	$ -0-	30-200
5012	Fashion Design	64,000	32,000	40-500
5012	Advertising Art Technology	46,000	32,000	40-300

Projected Programs - Not in Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1983		Fall 1984
5317	Energy Development Technology	5508	Personnel Assistant
5005	Word Processing	5011	Transportation Technology
	Fall 1985		
5012	Music Equipment Repair		
5099	Court Reporting		

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PHYSICAL FACILITIES

Largo Campus

Existing and Projected Net Assignable Square Feet
and
Projected Full-time Day Equivalent Enrollment
for Facilities Planning

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	5,184	5,206	5,228	5,249	5,271	5,293
Administration/Library							
Classrooms I							
Classrooms II							
Vocational-Technical							
Fine Arts							
Student Center							
Physical Education							
Total existing	302,007						
Learning Resource Center				53,591			
Physical Education Addition						22,575	
Science Addition							15,084
Modifications for Handicapped							

Total State funds allocated FY 1961 to date $ 8,993,483

Projected Bond requirement FY 1980-FY 1986 $ 4,405,250

Clinton Campus

FISCAL YEAR	1980	1981	1982	1983	1984	1985	1986
PROJECTED FTDE	-	-	-	-	-	-	-
Site Development							
Learning Resource Center; Classroom; Administration Facility							

Total State funds allocated FY 1961 to date $ 685,000

Projected Bond requirement FY 1980-FY 1986 $ -0-

WOR-WIC TECH COMMUNITY COLLEGE

PROGRAMS

HEGIS Code	Title	HEGIS Code	Title
	Present Programs - Certificate		
5005-01	Secretarial Science	5209-01	Nursing, Practical (Regional)
5010-01	Hotel-Motel Management (Regional)	5306-01	Automotive Technology
	Present Programs - Associate Degree		
4950-01	General Studies Area	5010-01	Hotel-Motel Management (Regional)
5001-01	Business Management		
5002-01	Accounting	5208-01	Nursing, Registered (Regional)
5004-08	Retail Management		
5004-10	Wholesale Distribution	5306-01	Automotive Technology
5005-01	Secretarial Science	5505-01	Law Enforcement

Projected Programs - In Priority Order

HEGIS Code	Title	Estimated Financial Impact Capital	Operating	Estimated Enrollment
		Fall 1981		
5207	Radiologic Technology	$ 5,000	$ 45,000	15
5215	Respiratory Therapy	5,000	40,000	15
5101	Data Processing	15,000	30,000	25
		Fall 1982		
5004	Real Estate & Insurance	$ -0-	$ 4,500	25
5301	Engineering Technology	25,000	20,000	25
5404	Chef	15,000	25,000	15
5011	Transportation Technology	10,000	18,000	20

Projected Programs - Not in Priority Order

HEGIS Code	Title	HEGIS Code	Title
	Fall 1983		Fall 1984
5312	Manufacturing Technology	5405	Food Processing Technology
5213	Medical Records	5312	Quality Control Technology
		5599	Legal Assistant

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PHYSICAL FACILITIES

None contemplated.

VIII. STATUS OF PROPOSALS SUBMITTED

During FY 1980, the State Board for Community Colleges conducted a comprehensive study of community college funding. Fifteen alternatives were examined and one method was recommended to the Governor. See Chapter VI, page 53 for information about the status of the proposal.

IX. EVALUATION AND PROGRESS

Current objectives for the State Board for Community Colleges and the community colleges are given in Chapter V. The following are the methods of evaluation and progress to date on the objectives amenable to measurement in the previous Plan. Goal 7 for the community colleges and its objectives are presented for the first time in this Plan; therefore, evaluation and progress will be given in the subsequent Plan for Goal 7.

STATE BOARD FOR COMMUNITY COLLEGES OBJECTIVES

1. Conduct a study of alternative State funding methods for community colleges.

   Progress. The Maryland Council of Community College Presidents and the State Board for Community Colleges developed a comprehensive study of fifteen funding methods. A final recommendation was approved by the State Board for Community Colleges on May 10, 1979 and forwarded to the Governor, the General Assembly, and the State Board for Higher Education.

2. Implement the State plan for handicapped students in community colleges.

   Progress. Modifications for the handicapped of community college buildings are underway at eleven colleges. See Table 12, page 46. Legislation to increase State aid to enable increased service to handicapped students was not proposed. Certain colleges have made considerable advances in providing services for the handicapped, such as providing interpreters for the deaf.

3. Conduct a study of the education and training needs of business and industry in Maryland.

   Progress. The study is in process. A report will be published in June 1980.

4. Publish a study of developmental education courses.

   Progress. The report, Statewide Assessment of Developmental/Remedial Education at Maryland Community Colleges, was published in September 1979.

5. Coordinate program evaluation of at least 40 instructional programs.

   Progress. Forty-five programs were evaluated by the community colleges. Of that number, three were discontinued, five were suspended, and others were modified.

6. Develop a comprehensive plan for State financial assistance with deferred maintenance items and major renovation projects.

   Progress. The report, Evaluation of Facilities at Maryland Community Colleges, was completed in December 1979. The development of a mechanism for State financial assistance will be done in FY 1981.

7. Conduct graduate and employer follow-up studies and publish a profile of community college students.

   Progress. The report, Student Follow-Up of Entrants and Graduates, will be published in March 1980.

8. Support legislation for payment of out-of-county tuition differential for students in Statewide and regional programs.

   Progress. Legislation was enacted to fund $30,000 in regional and Statewide program tuition differential on a limited basis.

9. Survey continuing education students to obtain data for planning and evaluation.

   Progress. A survey has been administered to over 17,000 students; the report will be published in May 1980.

COMMUNITY COLLEGE OBJECTIVES

Objective 1.1

Offer a comprehensive array of courses that include natural sciences, literature, history, social sciences, languages, and fine arts.

Progress. The following number of FTEs were taught in general education disciplines (one full-time equivalent = 30 credit hours):

Discipline	FY 1976	FY 1977	FY 1978	FY 1979
Biology	2,149	2,537	2,064	1,901
Fine and Applied Arts	2,036	1,808	1,879	1,825
Foreign Languages	367	329	332	292
English and Speech	8,612	6,413	8,712	7,947
Mathematics	3,854	3,774	4,012	4,084
Physical Sciences	2,180	2,003	2,011	1,867
Psychology	2,927	2,771	2,856	2,589
Social Sciences	6,468	5,435	5,277	4,821

Objective 2.1

Increase access to quality occupational programs in response to local, regional, and State manpower requirements.

Evaluation

Information about enrollment and graduations in occupational programs is collected on State Board for Higher Education and HEGIS forms, stored and edited by computer, and printed on a college and Statewide basis.

Progress

- A Statewide follow-up study of Fall 1974 entering students found:
  - Seventy-five percent of students were employed, 57 percent full-time and 18 percent part-time.
  - Fifty percent were employed in the same county as their community college and 86 percent were employed in Maryland.
  - Seventy-five percent of the full-time employees were in jobs that were related to their training.

  Follow-up data were stored and analyzed on the computer and printed for each college and Statewide. Similar studies were conducted about students who entered a community college in Fall 1970, 1971, and 1972.

- A comprehensive system for program evaluation has been implemented. The first step in the development of the evaluation process was the Maryland Community College Program Proposal Manual. The manual, initially developed in 1974, was revised and approved by the State Board for Higher Education, the State Department of Education, and the State Board for Community Colleges in 1979. The manual contains the elements and information required for review and evaluation of program proposals. It also provides for a common format for new program submission, permitting systematic and uniform collection and analysis of data. The elements were selected to mesh with annual reports collected routinely by federal and State agencies.

  The second step in the evaluation process occurred when the career Program Evaluation manual was approved by the State Board for Community Colleges and the State Department of Education in 1975. The manual called for the development of a two-level program evaluation approach. The first level, to be employed by both State agencies and the colleges, uses data which are submitted by the colleges on a program-by-program basis during each academic year. The second level, involving an in-depth qualitative examination of programs identified by analysis of Level I information, will be conducted by

the institution itself. Following the local qualitative assessment, results of the study and college recommendations will be transmitted to the State Board for Community Colleges.

To implement the first, or quantitative, level required by the manual, the State Board for Community Colleges has developed a computer-assisted Program Data Monitoring System (PDMS). The system aggregates information relating to each individual community college program for a five-year period and displays it on one computer printout page. For each program, elements displayed include:

- College name;
- Program title, college title, and HEGIS program category;
- Program level--associate degree or certificate;
- Year program was implemented;
- Current status of program--active, inactive, deleted, or phasing out;
- USOE number;
- HEGIS program number;
- Historical enrollment and formal award data;
- Listing of similar programs in Maryland (with enrollments and awards by college);
- Discipline cost data;
- Follow-up information, including:
  a) Number of respondents at the college and Statewide;
  b) Percentage currently employed full-time in
     1) Directly-related occupations,
     2) Somewhat-related occupations,
     3) Unrelated occupations,
  c) Percentage transferred to four-year colleges;
  d) Percentage who achieved self-reported educational objective;
  e) Percentage who would recommend program.

Criteria for analyzing the enrollment, award, discipline cost, and follow-up data have been developed with the assistance of the Maryland Community College Program Development Council; Institutional Research Group; Association of Maryland Community and Junior College Business Officers; State Board for Higher Education; State Department of Education, Division of Vocational-Technical Education; and the State Advisory Council on Vocational-Technical Education. Each criterion is independent and mutually exclusive. Thus, each program not meeting the condition of any criterion is flagged.

The computer searches the data for each program and contrasts not only information about that program but also compares program data against other programs at that college and similar programs in other colleges. In each instance that a program fails to meet the tolerance level for a specific criterion, the computer prints the designation: "PDM quantitative criteria checks indicate:" (followed by a listing of the specific criteria).

Progress

- From 1971 to 1979, occupational program enrollment increased from 11,865 students (25 percent of the total enrollment) to 33,523 students (38 percent of the total community college enrollment).

- In Fall 1979, there were 121 disciplines taught in Maryland community colleges: of these, 114 were in the career area and seven were in the transfer area. Community colleges offer 552 programs, 97 transfer and 455 occupational.

- Certificates awarded in community colleges have increased from 93 in 1973 to 902 in 1979. There were also 3,896 AA degrees awarded in occupational programs during FY 1979.

- A variety of specific local community college plans have been implemented to increase occupational program quality. Examples include: enrollment of apprentices in special sections of electronic technical programs, use of facilities of private schools for technical courses, Saturday classes for the convenience of students who are employed, and awarding of credit for appropriate military training in certain occupational programs.

- In FY 1980, 45 programs were evaluated in accordance with the Program Evaluation System.

Objective 3.1

Community colleges will continue to provide access to baccalaureate institutions by offering quality transfer programs.

Progress

A Statewide follow-up study was conducted of all students who entered a community college for the first time in Fall 1974. The study found:

- Thirty-five percent of the students transferred to a four-year college or university;

- Fifty-eight percent earned a grade point average at the transfer institution of 3.0 or above;

- Fifty-three percent lost no credits in transferring;

- Eighty-eight percent were satisfied with their preparation for transfer work.

All of the above was printed for each community college and as a Statewide total. All follow-up data is stored and analyzed on the computer. Similar

studies were conducted about students who entered a community college in Fall 1970, 1971, and 1972.

All seventeen community colleges offer a variety of developmental programs and services that are annually updated to provide quality assistance to students. These services include learning resource centers, courses in oral and written communications, special study skills workshops, and math refresher courses.

Objective 3.2

Guarantee admission with full junior standing to a public baccalaureate institution to community college graduates of articulated transfer programs.

Progress

- The State Board for Higher Education approved the following policy on November 1, 1979.

> Students from Maryland community colleges who were admissible to the four-year institution as high school seniors and who have attained an overall 2.0 average in college and university parallel courses shall be eligible for transfer at any time, regardless of the number of credits. Those students who have been awarded the Associate in Arts degree or who have successfully completed 56 hours of credit with an overall 2.0 average, in either case in college and university parallel courses, shall not be denied transfer to an institution. If the number of students desiring admission exceeds the number that can be accommodated in a particular professional or specialized program or certain circumstances exist which require a limitation being placed on the size of an upper division program or on the total enrollment, admission will be on criteria developed and published by the receiving institution, which provides equal treatment for native and transfer students.

Objective 4.1

Provide adult and continuing education, community and public service programs within the college service area.

Evaluation

The State Board for Community Colleges reviews the title, description, and objectives of each continuing education course submitted for State aid. If the course is determined to be "recreational" it will not be subsidized with State aid. Records for each course and its enrollment are kept on the computer for efficient access and analysis of data.

Progress

- During FY 1979, 4,803 courses were reviewed by the State Board for Community Colleges. Of these, 3,717 or 77 percent were eligible for State aid. Eight percent were determined not eligible and the colleges did not request State aid for the remaining 15 percent. These courses enrolled 97,000 citizens. Four hundred twenty-two courses were offered exclusively for senior citizens and 168 courses were offered for handicapped persons.

- The first Maryland community college Continuing Education Manual was published in July 1977. The manual, which describes policies and procedures for continuing education course approval, is currently being revised.

Objective 5.1

Reflect the same racial composition in enrollment that exists within the community college service area.

Evaluation

The Maryland Plan for Completing the Desegregation of the Public Postsecondary Education Institutions in the State, published in June 1974, contains the evaluation mechanisms for determining progress toward this objective. The plan requires that the community college segment maintain accurate data about the racial characteristics of its student body and personnel. Progress reports on the stated objective must be filed semi-annually with the Office of Civil Rights, Department of Health, Education and Welfare. Failure to comply could result in a loss of federal funds. The data for these progress reports include the following categories:

Students

- Enrollment by class of each institution;
- Enrollment by major area of study or program;
- Enrollment by part-time and full-time status;
- Retention statistics at various levels, that is, by major programs, institutions, segments;
- Graduation results for each major program at each institution, including designation of type of degree(s);
- Transfer data among the public higher education institutions;
- Financial aid with breakdown of types, for example, grants, scholarships, loans, and work-study.

Faculty, Administrators, and Classified Employees

- Designation by rank (lecturer, instructor, assistant professor, associate professor, and professor) and both the median and average salaries of full-time employees for each institution;
- Part-time and full-time designation;
- Length of service within each rank (faculty only);
- Number of tenured faculty;
- Program and/or departmental affiliation (faculty only);
- Termination information.

Progress

- All seventeen community colleges have adopted formal programs of affirmative action insuring equal educational and employment opportunities.
- Community colleges systemwide moved from 9.9 percent total black enrollment in 1970 to 19.3 percent in Fall 1979 (an increase of 9 percentage points over the eight-year period).
- Full-time black enrollment in Fall 1979 (23.0 percent of full-time enrollment) exceeded the 1980 Statewide goal of 17.4 percent set in the 1974 Maryland Desegregation Plan.
- From 1970 to 1979, eleven colleges exceeded the 1980 full-time black enrollment projections, three colleges are within several percentage points of this projection, and two have substantial progress to make. Wor-Wic Tech Community College was not in existence when the Desegregation Plan was written and therefore has no projection.

Objective 5.2

Continue to attact an increasingly diverse student population.

Evaluation

Information about the age, sex, and part-time status of students is collected on State Board for Higher Education and HEGIS forms, stored and edited by computer, and printed on a college and Statewide basis.

Progress

- Part-time student enrollment increased from 49 percent of the total community college enrollment in 1970 to 68 percent in 1978.

- In 1970, women accounted for 38 percent of the total enrollment while in 1979 women constituted 58 percent, thereby exceeding the State's proportion of 52 percent women.

- Senior citizens are continuing to take advantage of the 1974 legislation which allows them free tuition at the community colleges. In Fall 1979, there were 1,536 senior citizens enrolled in credit courses at the community colleges.

- Developmental programs to improve English and mathematical skills for those nontraditional students who need them are offered at each community college. The diverse student population at the community colleges necessitates many different types of programs and services. Some examples of community college services include off-campus programs, re-entry programs for women, seminars for senior citizens, day care centers for children of students and faculty, special programs tailored to the needs of the handicapped members of the community, and cultural and service programs for the community at large.

Objective 6.1

Seek continued improvement in the effectiveness and efficiency of community college instructional programs.

Progress

- At its March 1979 meeting, the Maryland State Board for Community Colleges approved the Maryland Community College Evaluation System. The action followed consideration by the Board at its February meeting and review by the Maryland Council of Community College Presidents. The Maryland Community College Evaluation System is focused on five broad areas. The areas are Student Achievement, Programs, Finance and Administrative Practices, Facilities, and Accreditation Reports. The components within each of these are actually sub-systems of the overall evaluation system and have been primarily developed by the State Board for Community Colleges in cooperation with the local community colleges. All of the sub-systems are in place and make use of data currently collected. The first use of the system during FY 1980 will be a test of the system.

- A revised Instructional Program Manual (1979) and A System for the Evaluation of Career Programs in Maryland Community Colleges (1974) were jointly developed by the community colleges, the State Board for Community Colleges, the Department of Vocational-Technical Education and, for the Instructional Program Manual, the State Board for Higher Education.

These manuals provide guidelines and procedures for review and evaluation of community college instructional programs.

- All community colleges participate in the annual follow-up studies designed to assist in evaluating their career and transfer programs.

- The State Board for Community Colleges has implemented the Program Data Monitoring System. The system shows enrollment, program completions, student follow-up data, and discipline costs. The purpose of the system is to help colleges and the State Board for Community Colleges evaluate the quality of career programs.

- In FY 1980, 45 programs were evaluated in accordance with the program evaluation system.

- As a result of program review by the colleges, three programs were discontinued and five programs were suspended in FY 1980.

Objective 6.2

Determine the most efficient means of allocating available resources for the operation of Maryland community colleges.

Evaluation

A discipline cost analysis system developed jointly by the colleges and the State Board for Community Colleges is being used to determine discipline costs for each institution. These data will be used by the Board in its studies of funding models for community college operating budgets.

Progress

- Sixteen community colleges submitted cost analysis information to the State Board for Community Colleges for FY 1979.

- As an ongoing project, the State Board for Community Colleges conducts institutional post-audit analyses on the basis of established policies and guidelines.

- The Statewide cost analysis system is computerized to give the colleges comparative data.

DEFINITIONS

Community service

Activities, other than courses, for the education and assistance of citizens and groups.

Continuing education

Noncredit courses designed primarily for part-time and returning students. Some noncredit courses are self-supported and some are State-assisted.

Continuing education unit

A nationally recognized method for measuring and recording participation in continuing education programs that do not carry credit toward a degree but do meet established criteria for the evaluation of student learning.

Course

Formal instruction or other planned educational experiences with established goals and under the guidance of a faculty member.

Developmental education

Courses and services designed to help persons become more successful students through a focus on both academic skills and personal issues. Developmental education usually involves a team of professionals who assume that students have a broad range of strengths and who help students explore attitudes about themselves and the learning process.

Education

The development of mind, body, and character through study and instruction.

Efficiency

The relationship between educational service provided and the cost and effort needed to provide the service.

Equal access

The concept that each person should have a comparable opportunity to pursue a community college education regardless of age; sex; race; previous educational experience; geographic location; or economic, cultural, or physical condition.

Full-time equivalent (FTE) student

Total credit and equated credit hours divided by 30 (used in financial planning).

Full-time day equivalent (FTDE) student

The number of full-time credit students plus one-third the number of part-time credit students times the percentage of student contact hours taught between 8:00 a.m. and 5:00 p.m. (used in facilities planning).

Goal

An end or aim that an organization strives to attain; goals are more specific than the mission and less specific than objectives.

Liberal arts

The core of knowledge and values that represents the accumulated wisdom of society and which enables the individual to discover his or her potential and grow to responsible citizenship.

Lower division

Credit courses that are typically taught in the first two years at four-year colleges and universities.

Mission

The overall task of an organization stated in broad terms.

Objective

A specific desired result in support of a goal; objectives are usually measurable and stated with a deadline.

Occupational program

A program designed to prepare students for immediate entry into new jobs and/or to upgrade skills in current jobs.

Program (credit)

A planned series of courses leading to a certificate or degree.

Quality

Community colleges that are characterized by a high rate of student goal achievement; effectiveness and productivity among faculty and staff; and excellent counseling, physical, and learning resources.

Remedial education

Courses and/or services designed to remedy deficiencies in preparation for college-level work, especially in reading, writing, and mathematics.

Semester hour of credit (classroom)

At least 15 hours, 50 minutes each, of actual class meeting, or equivalent guided learning activity, exclusive of registration, study days, holidays, and final examinations.

Semester hour of credit (laboratory)

At least 30 hours, 50 minutes each, of supervised laboratory or studios, exclusive of registration, study days, holidays, and final examinations.

Student

An enrolled person who is at least 16 years of age and who has graduated from or left elementary or high school.

Credit students are admitted to a college although not necessarily to a specific program. Community colleges also serve high school students in cooperation with policies established with local public school systems.

Student services

Programs and activities which help students, individually and in groups, take full advantage of the opportunities offered in the academic community.

Transfer program

A credit program designed to prepare students for entry into four-year colleges and universities.

SELECTED STATISTICAL DATA

MARYLAND COMMUNITY COLLEGES

Information in this appendix is compiled from a series of reports submitted to the State Board for Community Colleges by the colleges. The Board commends the HEGIS report coordinators in each college for their assistance.

	1978	1979	Percent Change
CREDIT - FALL TERM			
Total enrollment	86,076	88,352	3%
Full-time	27,748	28,106	1
Part-time	58,328	60,246	3
Men	37,064	36,749	-1
Women	48,853	51,575	6
First-time any college	32,929	29,538	-10
Transfer programs	36,051	37,075	3
Occupational programs	32,723	33,523	2
Undeclared programs	17,302	17,754	3
Asian	1,222	1,368	12
Black	16,230	17,039	5
Hispanic	949	1,056	11
Indian	253	299	18
White	63,589	65,026	2
Foreign	1,209	1,266	5
Other/race unknown	2,624	2,298	-12
In-county	74,550	76,292	2
Out-of-county	8,674	8,712	-
Out-of-state, foreign, unknown	2,852	3,348	17
Median age	23.2	24.0	
Average age	27.1	27.4	
Age 15-19	20,581	20,707	1
Age 20-29	38,166	38,985	2
Age 30-39	16,018	17,009	6
Age 40-99	9,840	10,501	7
Average credit load	7.90	7.83	

	1978	1979	Percent Change
GRADUATES - FISCAL YEAR			
Total graduates	7,459	7,631	2%
Transfer AA degrees	2,910	2,833	-3
Occupational AA degrees	3,691	3,896	6
Certificates	858	902	5
NONCREDIT STUDENTS - FALL TERM [1]			
Sample size	16,770		
Men	5,602		
Women	10,418		
Asian	282		
Black	1,914		
Hispanic	81		
Indian	88		
White	13,784		
Median age	35.9		
Average age	41.2		
Age 15-19	883		
Age 20-29	4,176		
Age 30-39	3,574		
Age 40-99	6,923		
EMPLOYEES - FALL TERM			
Total employees	7,442	7,649	3
Full-time	4,543	4,481	-1
Part-time	2,899	3,168	9
Minority	1,035	1,100	6
White	6,407	6,549	2
Administrative	377	375	-
Instructional	4,286	4,400	3
Other professional	258	294	14
Support	2,521	2,580	2
TUITION			
Average, per credit hour for part-time students	$17.38	$18.26	5

[1] Based on Student Survey of Selected Courses

NA = Not available

NOTE: Some data may not add to the total because of blanks and unknowns.

CREDIT ENROLLMENTS FALL 1979
MARYLAND COMMUNITY COLLEGES

College	First-Time			Transfer			Occupational			Unclassified			TOTAL		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	920	417	1,337	308	118	426	812	242	1,054	22	275	297	1,142	635	1,777
Anne Arundel	983	1,428	2,411	1,348	2,997	4,345	833	2,188	3,021	-	-	-	2,181	5,185	7,366
Baltimore	1,102	1,091	2,193	1,347	1,845	3,192	2,095	1,942	4,037	221	828	1,049	3,663	4,615	8,278
Catonsville	895	2,194	3,089	1,461	5,056	6,517	1,010	3,584	4,594	-	-	-	2,471	8,640	11,111
Cecil	100	208	308	117	228	345	125	270	395	40	389	429	282	887	1,169
Charles	398	772	1,170	630	2,178	2,808	272	686	958	1	8	9	903	2,872	3,775
Chesapeake	145*	416*	561*	209	289	498	140	185	325	73	735	808	422	1,209	1,631
Dundalk	185	457	642	148	401	549	272	871	1,143	72	532	604	492	1,804	2,296
Essex	869	1,348	2,217	1,124	1,983	3,107	1,252	3,350	4,602	102	1,560	1,662	2,478	6,893	9,371
Frederick	266	583	849	224	441	665	240	477	717	106	314	420	570	1,232	1,802
Garrett	164	158	322	183	77	260	145	73	218	2	185	187	330	335	665
Hagerstown	362	506	868	426	378	804	448	584	1,032	4	301	305	878	1,263	2,141
Harford	441	830	1,271	681	1,631	2,312	532	1,121	1,653	-	8	8	1,213	2,760	3,973
Howard	294	905	1,199	274	533	807	300	725	1,025	38	751	789	612	2,009	2,621
Montgomery:															
Rockville	1,815	1,708	3,523	1,933	1,455	3,388	1,299	1,170	2,469	1,313	4,458	5,771	4,545	7,083	11,628
Takoma Park	398	483	881	477	562	1,039	356	382	738	296	982	1,278	1,129	1,926	3,055
Germantown	130	355	485	147	252	399	92	202	294	38	907	945	277	1,361	1,638
Prince-George's	1,504	1,970	3,474	2,458	3,119	5,577	1,633	3,120	4,753	231	2,916	3,147	4,322	9,155	13,477
Wor-Wic Tech	138	219	357	8	29	37	188	307	495	-	46	46	196	382	578
TOTAL	11,109	16,048	27,157	13,503	23,572	37,075	12,044	21,479	33,523	2,559	15,195	17,754	28,106	60,246	88,352
Percent of Total	13	18	31%	15	27	42%	14	24	38%	3	17	20%	32	68	100%

* Estimated

F-T = Full-time
P-T = Part-time

SOURCE: Enrollment Information System

COMPARISON of 1977, 1978, AND 1979 OPENING FALL ENROLLMENT BY STUDENT STATUS
MARYLAND COMMUNITY COLLEGES

College	Full-time					Part-time					TOTAL				
	Fall 1977	Fall 1978	% Incr. (Decr.) 1977 - 1978	Fall 1979	% Incr. (Decr.) 1978 - 1979	Fall 1977	Fall 1978	% Incr. (Decr.) 1977 - 1978	Fall 1979	% Incr. (Decr.) 1978 - 1979	Fall 1977	Fall 1978	% Incr. (Decr.) 1977 - 1978	Fall 1979	% Incr. (Decr.) 1978 - 1979
Allegany	1,278	1,179	(.8)	1,142	(3.1)	597	612	2.5	635	3.8	1,875	1,791	(4.5)	1.777	(.8)
Anne Arundel	2,238	2,064	(.8)	2,181	.9	4,390	4,438	1.1	5,185	16.8	6,628	6,502	(1.9)	7,366	13.3
Baltimore	4,026	3,540	(12.1)	3,663	3.5	5,126	4,713	(8.1)	4,615	(2.1)	9,152	8,253	(9.8)	8,278	.3
Catonsville	2,684	2,545	(5.2)	2,471	(2.9)	7,895	8,467	7.2	8,640	2.0	10,579	11,012	4.1	11,111	.9
Cecil	412	280	(32.0)	282	.7	905	929	2.7	887	(4.5)	1,317	1,209	(8.2)	1,169	(3.3)
Charles	654	890	36.1	903	1.5	1,910	2,572	34.7	2,872	11.7	2,564	3,462	35.0	3,775	9.0
Chesapeake	415	419	1.0	422	.7	638	1,049	64.4	1,209	15.3	1,053	1,468	39.4	1,631	11.1
Dundalk	630	573	(9.0)	492	(14.1)	1,721	1,752	1.8	1,804	3.0	2,351	2,325	(1.1)	2,296	(1.2)
Essex	2,818	2,631	(6.6)	2,478	(5.8)	6,787	7,143	5.2	6,893	(3.5)	9,605	9,774	1.8	9,371	(4.1)
Frederick	662	765	15.6	570	(25.5)	1,237	966	(21.9)	1,232	27.5	1,899	1,731	(8.8)	1,802	4.1
Garrett	269	271	.7	330	21.8	355	294	(17.2)	335	13.9	624	565	(9.5)	665	17.7
Hagerstown	905	865	(4.4)	878	1.5	1,211	1,379	13.9	1,263	(8.4)	2,116	2,244	6.0	2,141	(4.6)
Harford	1,104	1,030	(6.7)	1,213	17.8	2,490	2,644	6.2	2,760	4.4	3,594	3,674	2.2	3,973	8.1
Howard	601	601	-	612	1.8	1,628	1,786	9.7	2,009	12.5	2,229	2,387	7.1	2,621	9.8
Montgomery:															
Rockville	4,893	4,313	(11.7)	4,545	5.4	7,033	6,895	(2.0)	7,083	2.7	11,926	11,208	(5.9)	11,628	3.7
Takoma Park	1,009	1,118	1.7	1,129	1.0	1,689	1,809	7.1	1,926	6.5	2,788	2,927	5.0	3,055	4.4
Germantown	1	200	199.0	277	38.5	463	1,054	127.6	1,361	29.1	464	1,254	170.3	1,638	30.6
Prince George's	4,446	4,304	(3.2)	4,322	.4	9,308	9,524	2.3	9,155	(3.9)	13,754	13,828	.5	13,477	(2.5)
Wor-Wic Tech	153	160	4.6	196	22.5	226	302	33.6	382	26.5	379	462	21.9	578	25.1
TOTAL	29,278	27,748	(5.2)	28,106	1.3	55,609	58,328	4.9	60,246	3.3	84,887	86,076	(1.4)	88,352	2.6

Incr. = Increase
(Decr.) = Decrease

SOURCE: SBHE S-1

ENROLLMENT BY RACE FALL 1979
MARYLAND COMMUNITY COLLEGES

College	American Indian F-T	American Indian P-T	Asian F-T	Asian P-T	American Black F-T	American Black P-T	Hispanic F-T	Hispanic P-T	White F-T	White P-T	Foreign F-T	Foreign P-T	All Other/ Race Unknown F-T	All Other/ Race Unknown P-T	TOTAL F-T	TOTAL P-T
Allegany	-	-	1	3	31	7	1	1	1,098	604	-	-	11	20	1,142	635
Anne Arundel	13	14	24	54	190	354	23	66	1,911	4,690	20	7	-	-	2,181	5,185
Baltimore	7	8	12	14	2,950	3,451	7	12	485	1,003	151	72	51	55	3,663	4,615
Catonsville	6	12	36	77	540	1,031	10	26	1,791	6,923	6	1	82	570	2,471	8,640
Cecil	7	36	3	3	14	18	2	2	254	827	1	1	1	-	282	887
Charles	4	8	14	19	88	238	10	21	757	2,482	1	1	29	103	903	2,872
Chesapeake	3	2	-	2	52	65	2	6	350	1,103	-	3	15	28	422	1,209
Dundalk	4	5	-	13	80	96	3	4	404	1,672	-	-	1	14	492	1,804
Essex	22	35	20	43	211	285	12	31	2,153	6,295	-	-	60	204	2,478	6,893
Frederick	2	4	2	9	28	60	-	6	538	1,150	-	3	-	-	570	1,232
Garrett	-	-	-	-	12	-	1	-	317	335	-	-	-	-	330	335
Hagerstown	1	5	7	5	87	47	5	8	769	1,191	-	-	9	7	878	1,263
Harford	-	6	12	28	144	184	9	33	1,045	2,491	-	-	3	18	1,213	2,760
Howard	2	9	9	33	76	182	6	13	424	1,352	2	3	93	417	612	2,009
Montgomery:																
Rockville	12	16	153	280	255	442	160	215	3,416	5,809	445	81	104	240	4,545	7,083
Takoma Park	5	4	61	96	252	539	75	89	453	1,088	244	40	39	70	1,129	1,926
Germantown	1	6	5	16	6	51	2	13	249	1,227	9	3	5	45	277	1,361
Prince George's	13	27	110	204	1,411	3,423	51	130	2,620	5,316	117	55	-	-	4,322	9,155
Wor-Wic Tech	-	-	-	-	56	83	-	1	140	294	-	-	-	4	196	382
TOTAL	102	197	469	899	6,483	10,556	379	677	19,174	45,852	996	270	503	1,795	28,106	60,246

F-T = Full-time
P-T = Part-time

SOURCE: Enrollment Information System

Table 4-B

COMPARISON OF 1977, 1978, AND 1979 BLACK STUDENT FALL ENROLLMENT
MARYLAND COMMUNITY COLLEGES

College	1977 F-T	1977 P-T	1977 Total	% of Total Enrollment	1978 F-T	1978 P-T	1978 Total	% of Total Enrollment	1979 F-T	1979 P-T	1979 Total	% of Total Enrollment	Change in Percent 1977-1979
Allegany	20	11	31	1.7%	24	9	33	1.8%	31	7	38	2.1%	.4%
Anne Arundel	158	309	467	7.0	134	310	444	6.8	190	354	544	7.4	.4
Baltimore	3,227	3,667	6,894	75.3	2,797	3,522	6,319	76.6	2,950	3,451	6,401	77.3	2.0
Catonsville	426	817	1,243	11.7	491	991	1,482	13.5	540	1,031	1,571	14.1	2.4
Cecil	28	28	56	4.3	16	31	47	3.9	14	18	32	2.7	-1.6
Charles	75	166	241	9.4	79	265	344	9.9	88	238	326	8.6	-.8
Chesapeake	72	47	119	11.3	66	73	139	9.5	52	65	117	7.2	4.1
Dundalk	82	117	199	8.5	77	97	174	7.5	80	96	176	7.7	-.8
Essex	189	213	402	4.2	208	241	449	4.6	211	285	496	5.3	1.1
Frederick	18	53	71	3.7	21	43	64	3.7	28	60	88	4.9	1.2
Garrett	3	-	3	.5	7	-	7	1.2	12	-	12	1.8	1.3
Hagerstown	90	46	136	6.4	64	49	113	5.0	87	47	134	6.3	-.1
Harford	94	125	219	6.1	100	149	249	6.8	144	184	328	8.3	2.2
Howard	85	178	263	11.8	82	160	242	10.1	76	182	258	9.8	-2.0
Montgomery	450	771	1,221	8.0	433	868	1,301	8.5	513	1,032	1,545	9.5	1.5
Prince George's	1,276	3,136	4,412	32.1	1,332	3,375	4,707	34.0	1,411	3,423	4,834	35.9	3.8
Wor-Wic Tech	67	65	132	34.8	50	66	116	25.1	56	83	139	24.0	-10.8
TOTAL	6,360	9,749	16,109	19.0%	5,981	10,249	16,230	18.9%	6,483	10,556	17,039	19.3%	.3%

F-T = Full-time
P-T = Part-time

SOURCE: Enrollment Information System

COMPARISON OF IN-COUNTY, OUT-OF-COUNTY/CITY, OUT-OF-STATE OPENING ENROLLMENT FALL 1979
MARYLAND COMMUNITY COLLEGES

College	In-County/City			Out-of-County/City			Out-of-State, Foreign and Residence Unknown			TOTAL ENROLLMENT		
	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total	F-T	P-T	Total
Allegany	911	470	1,381	88	8	96	143	157	300	1,142	635	1,777
Anne Arundel	2,157	5,119	7,276	21	63	84	3	3	6	2,181	5,185	7,366
Baltimore	3,232	4,063	7,295	151	395	546	280	157	437	3,663	4,615	8,278
Catonsville	1,699	6,007	7,706	757	2,614	3,371[1]	15	19	34	2,471	8,640	11,111
Cecil	258	848	1,106	4	22	26	20	17	37	282	887	1,169
Charles	496	1,670	2,166	401	1,124	1,525[2]	6	78	84	903	2,872	3,775
Chesapeake	412	1,192	1,604	9	13	22	1	4	5	422	1,209	1,631
Dundalk	405	1,639	2,044	86	164	250	1	1	2	492	1,804	2,296
Essex	2,064	6,103	8,167	408	786	1,194	6	4	10	2,478	6,893	9,371
Frederick	513	1,203	1,716	44	23	67	13	6	19	570	1,232	1,802
Garrett	184	313	497	120	12	132	26	10	36	330	335	665
Hagerstown	643	923	1,566	14	13	27	221	327	548	878	1,263	2,141
Harford	1,136	2,692	3,828	57	60	117	20	8	28	1,213	2,760	3,973
Howard	555	1,882	2,437	54	121	175	3	6	9	612	2,009	2,621
Montgomery:												
Rockville	3,902	6,608	10,510	72	193	265	571	282	853	4,545	7,083	11,628
Takoma Park	717	1,616	2,333	56	135	191	356	175	531	1,129	1,926	3,055
Germantown	260	1,239	1,499	6	107	113	11	15	26	277	1,361	1,638
Prince George's	3,975	8,702	12,677	119	307	426	228	146	374	4,322	9,155	13,477
Wor-Wic Tech	153	331	484	42	43	85	1	8	9	196	382	578
TOTAL	23,672	52,620	76,292	2,509	6,203	8,712	1,925	1,423	3,348	28,106	60,246	88,352
Percent of Total Enrollment			86%			10%			4%			100%

F-T = Full-time
P-T = Part-time

1 Includes 177 full-time and 1,136 part-time students from Carroll County.
2 Includes 367 full-time and 965 part-time students from St. Mary's County.

SOURCE: Enrollment Information System

CREDIT ENROLLMENT PROJECTIONS FOR PHYSICAL FACILITIES PLANNING
MARYLAND COMMUNITY COLLEGES
FALL 1980 - FALL 1989

Fall	Full-time	Part-time	TOTAL ENROLLMENT	Credit FTE	Credit FTDE
1973 [1]	24,070	34,646	58,716	35,619	27,568
1974 [1]	24,235	40,444	64,679	37,716	28,597
1975 [1]	28,177	48,063	76,240	44,196	31,529
1976 [1]	28,954	51,001	79,955	45,934	34,510
1977 [1]	29,278	55,609	84,887	47,748	34,971
1978 [1]	27,748	58,328	86,076	47,053	32,651
1979 [1]	28,106	60,246	88,352	48,189	32,543
1980	28,090	60,909	88,999	48,395	32,728
1981	28,075	61,571	89,646	48,600	32,912
1982	28,060	62,233	90,293	48,805	33,096
1983	28,045	62,895	90,940	49,011	33,280
1984	28,030	63,557	91,587	49,216	33,464
1985	27,666	64,216	91,882	49,073	33,368
1986	27,303	64,875	92,178	48,930	33,271
1987	26,941	65,534	92,475	48,787	33,174
1988	26,579	66,193	92,772	48,644	33,077
1989	26,216	66,852	93,068	48,500	32,980

[1] Actual enrollments

FTE = Full-time equivalent (full-time + 1/3 part-time)
FTDE = Full-time day equivalent

SOURCE: SBHE

ENROLLMENT PROJECTIONS FOR FACILITIES PLANNING
FOR PLANNING PERIOD JULY 1980 - JULY 1981
MARYLAND COMMUNITY COLLEGES

College	Fall 1977 FTE	Fall 1978 FTE	Fall 1979 F-T	Fall 1979 P-T	Fall 1979 FTE	FTE % Increase (Decrease) 1977-1978	FTE % Increase (Decrease) 1978-1979	Fall 1977 FTDE	Fall 1978 FTDE	Fall 1979 FTDE	FTDE % Increase (Decrease) 1977-1978	FTDE % Increase (Decrease) 1978-1979	Projected % Day Contact Hours 1979	FY 1985 Projected FTE	FY 1985 Projected FTDE	FY 1990 Projected FTE	FY 1990 Projected FTDE
Allegany	1,477	1,383	1,142	635	1,354	(6.3)	(2.1)	1,004	954	921	(5.0)	(3.5)	68	1,383	940	1,363	927
Anne Arundel	3,701	3,543	2,181	5,185	3,909	(4.3)	10.3	2,775	2,515	2,658	(9.4)	5.7	68	3,992	2,794	3,933	2,753
Baltimore	5,735	5,111	3,663	4,615	5,201	(10.9)	1.8	4,187	3,782	3,433	(9.7)	(9.2)	66	5,310	3,505	5,233	3,454
Catonsville	5,315	5,367	2,471	8,640	5,351	-	(.3)	3,614	3,274	2,783	(9.4)	(15.0)	52	5,463	2,841	5,384	2,800
Cecil	714	589	282	887	578	(17.5)	(1.9)	421	259	277	(38.5)	7.0	48	591	284	582	279
Charles	1,291	1,747	903	2,872	1,860	35.3	6.5	1,136	874	967	(23.1)	10.6	52	1,900	1,140	1,872	1,123
Chesapeake	628	764	422	1,209	825	21.7	8.0	433	466	578	7.6	24.0	70	842	589	829	580
Dundalk	1,204	1,157	492	1,804	1,093	(3.9)	(5.5)	698	590	536	(15.5)	(9.2)	49	1,117	547	1,101	540
Essex	5,080	5,012	2,478	6,893	4,776	(1.3)	(4.7)	3,759	3,458	3,248	(8.0)	(6.1)	68	4,877	3,316	4,806	3,268
Frederick	1,074	948	570	1,232	981	(11.7)	3.5	741	588	667	(20.6)	13.4	68	1,002	681	988	672
Garrett	387	370	330	335	442	(4.4)	19.5	197	200	248	1.5	24.0	56	452	253	445	249
Hagerstown	1,308	1,325	878	1,263	1,299	1.3	(2.0)	1,112	981	974	(11.8)	(.7)	75	1,329	997	1,310	983
Harford	1,934	1,911	1,213	2,760	2,133	(1.2)	11.6	1,431	1,262	1,408	(11.8)	11.6	66	2,180	1,439	2,149	1,418
Howard	1,144	1,195	612	2,009	1,282	4.4	7.3	823	848	859	3.0	1.3	67	1,311	878	1,292	866
Montgomery	9,044	8,884	5,951	10,370	9,408	(1.8)	5.9	7,597	7,196	7,620	(5.3)	5.9	81	9,607	7,782	9,467	7,668
Prince George's	7,548	7,479	4,322	9,155	7,374	-	(1.4)	4,982	5,235	5,162	5.1	(1.4)	70	7,530	5,271	7,421	5,195
Wor-Wic Tech	228	268	196	382	323	17.5	20.5	128	169	204	32.0	20.7	63	330	208	325	205
TOTAL	47,812	47,053	28,101	60,246	48,189	(1.6)	2.4	35,038	32,651	32,543	(6.8)	(0.3)		49,216	33,465	48,500	32,980

F-T = Full-time
P-T = Part-time
FTE = Full-time equivalent (full-time + 1/3 part-time)
FTDE = Full-time day equivalent

SOURCE: SBCC

Table 8-B

COMPARISON OF COMMUNITY COLLEGE ENROLLMENT TO POLITICAL SUBDIVISION SERVED
MARYLAND COMMUNITY COLLEGES

College (Political Subdivision)	Population Projections for July 1, 1979	Total In-County/City Enrollment Fall 1979	% of Population Enrolled Fall 1979
Allegany (County)	80,100	1,381	1.72%
Anne Arundel (County)	372,800	7,276	1.95
Baltimore (City)	780,500	7,295	.94
Catonsville, Dundalk, Essex (Baltimore County)	644,700	17,917	2.78
Catonsville (Carroll County)	94,300	1,313	1.39
Cecil (County)	56,200	1,106	1.97
Charles (County)	69,800	2,166	3.10
Charles (St. Mary's County)	54,600	1,332	2.44
Chesapeake (Caroline, Dorchester, Kent, Queen Anne's and Talbot Counties)	121,000	1,604	1.33
Frederick (County)	109,100	1,716	1.57
Garrett (County)	26,700	497	1.86
Hagerstown (Washington County)	110,600	1,566	1.42
Harford (County)	151,000	3,828	2.54
Howard (County)	123,700	2,437	1.97
Montgomery (County)	586,100	14,342	2.45
Prince George's (County)	669,400	12,677	1.89
Wor-Wic Tech (Worcester and Wicomico Counties)	91,000	484	.53
TOTAL	4,141,600	78,937	1.91%

SOURCE OF DATA FOR COUNTY POPULATION: Maryland State Department of Health and Mental Hygiene July, 1979.
SOURCE OF DATA FOR IN-COUNTY ENROLLMENT: Enrollment Information System

SUMMARY OF DEGREES AND OTHER FORMAL AWARDS CONFERRED
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1979

College	Certificates (Less than Two-Year)	TOTAL AA Degrees Awarded	Transfer AA Degrees	Occupational AA Degrees	Occupational AA Degrees					
					Business & Commerce	Data Processing	Health Service	Mechanical & Engineering	Natural Science	Public Service
Allegany	54	323	70	253	79	12	121	24	12	5
Anne Arundel	39	516	279	237	65	33	85	22	3	29
Baltimore	34	901	281	620	173	24	200	23	11	189
Catonsville	253	772	359	413	76	44	145	76	-	72
Cecil	2	67	43	24	13	-	-	9	-	2
Charles	77	187	94	93	18	17	25	18	3	12
Chesapeake	19	101	43	58	27	-	7	9	1	14
Dundalk	52	143	90	53	21	-	-	7	-	25
Essex	38	764	405	359	66	23	165	1	-	104
Frederick	37	154	78	76	23	3	33	4	-	13
Garrett	4	57	30	27	2	-	3	5	14	3
Hagerstown	9	253	136	117	20	8	42	11	2	34
Harford	66	342	187	155	25	15	72	7	8	28
Howard	31	179	69	110	40	4	58	8	-	-
Montgomery:										
Rockville	86	650	296	354	168	43	-	52	-	91
Takoma Park	45	244	46	198	3	4	191	-	-	-
Germantown	-	6	5	1	-	-	1	-	-	-
Prince George's	24	1,030	322	708	204	63	265	46	-	130
Wor-Wic Tech	32	40	-	40	13	-	18	-	-	9
TOTALS	902	6,729	2,833	3,896	1,036	293	1,431	322	54	760
Percent of Total AA Degrees		100%	42%	58%	16%	4%	21%	5%	1%	11%

AA = Associate in Arts

SOURCE: SBHE-D

Table 10-B

COMPARISON OF 1975, 1976, 1977, 1978, AND 1979 DEGREES AND CERTIFICATES AWARDED
MARYLAND COMMUNITY COLLEGES
FISCAL YEARS

College	Transfer AA Degrees Awarded					Occupational AA Degrees Awarded					Certificates Conferred (Less than Two-Year)				
	1975	1976	1977	1978	1979	1975	1976	1977	1978	1979	1975	1976	1977	1978	1979
Allegany	40	58	61	77	70	181	180	191	267	253	31	28	62	64	54
Anne Arundel	282	303	276	284	279	192	242	276	255	237	29	36	30	25	39
Baltimore	266	237	288	290	281	542	571	557	571	620	23	33	22	47	34
Catonsville	425	364	308	293	359	337	331	358	394	413	11	177	241	249	253
Cecil	50	57	34	63	43	14	17	36	45	24	-	1	2	7	2
Charles	65	102	109	92	94	57	66	69	61	93	17	47	30	61	77
Chesapeake	71	47	65	60	43	26	27	24	37	58	15	13	12	20	19
Dundalk	73	117	105	99	90	9	23	36	58	53	15	26	26	32	52
Essex	412	421	402	389	405	304	305	316	348	359	8	33	31	32	38
Frederick	137	78	57	71	78	18	58	69	81	76	10	7	18	36	37
Garrett	29	36	24	38	30	7	14	19	24	27	-	1	4	2	4
Hagerstown	165	165	164	166	136	123	130	124	119	117	6	13	17	9	9
Harford	189	177	200	209	187	99	108	95	137	155	33	44	57	49	66
Howard	57	68	86	67	69	61	55	103	104	110	46	36	38	42	31
Montgomery:															
Rockville	394	413	401	317	296	281	308	318	323	354	66	93	105	95	86
Takoma Park	74	62	69	50	46	185	173	202	207	198	20	30	20	32	45
Germantown	-	-	-	2	5	-	-	-	1	1	-	-	-	-	-
Prince George's	478	468	400	343	322	406	437	532	637	708	6	8	11	25	24
Wor-Wic Tech	-	-	-	-	-	-	-	-	22	40	-	-	2	31	32
TOTALS	3,207	3,173	3,049	2,910	2,833	2,842	3,045	3,325	3,691	3,896	336	626	728	858	902

AA = Associate in Arts

SOURCE: SBHE-D

CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1979

College	Instruction	Research	Public Service	Academic Support	Student Services	Institutional Support	Plant Operation	Scholarships	Educational and General Mandatory Transfers	Auxiliary Enterprises	TOTAL
Allegany	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Anne Arundel	5,277,115	-	-	438,285	521,157	1,110,290	1,072,741	36,259	-	490,318	8,946,165
Baltimore	7,273,763	-	308,898	454,014	1,793,748	1,520,975	1,740,677	74,906	990,159	1,402,084	15,559,224
Catonsville	6,987,521	-	-	1,540,615	1,707,802	2,009,711	1,764,031	275,077	99,496	944,500	15,328,753
Cecil	738,791	-	75,514	66,094	179,589	259,255	199,495	3,744	51,287	56,597	1,630,366
Charles	2,205,096	538,142	-	731,050	279,386	788,804	668,681	32,791	-	228,621	5,472,571
Chesapeake	1,004,504	-	-	240,224	227,982	418,778	489,972	4,870	-	118,422	2,504,752
Dundalk	2,051,078	-	-	528,534	591,671	965,932	696,019	28,942	55,075	120,492	5,037,743
Essex	6,043,416	-	53,334	616,957	1,382,017	2,631,448	1,609,482	70,120	-	684,953	13,091,727
Frederick	1,250,859	-	-	170,055	129,255	344,471	391,062	-	-	160,102	2,435,804
Garrett	1,120,795	-	-	120,534	131,864	321,818	204,681	3,215	5,804	68,589	1,977,300
Hagerstown	1,854,537	-	-	166,357	282,736	964,197	231,856	-	28,908	209,484	3,738,075
Harford	3,383,431	-	-	330,645	283,185	1,200,486	694,140	42,150	161,160	499,016	6,594,213
Howard	1,439,718	-	-	318,754	386,777	524,784	653,955	11,146	6,710	202,258	3,544,102
Montgomery	11,461,572	-	1,273,607	3,585,011	2,342,171	5,017,374	3,552,494	342,317	-	1,797,286	29,371,832
Prince George's	10,392,480	-	-	655,442	2,626,965	2,195,045	1,880,521	-	9,614	-	17,760,067
Wor-Wic Tech	1,073,992	-	-	183,326	54,972	167,868	-	-	-	27,133	1,507,291
TOTAL	$63,558,668	$538,142	$ 1,711,353	$10,145,897	$12,921,277	$20,431,236	$15,849,807	$ 925,537	$ 1,408,213	$7,009,855	$134,499,985

NOTE: Form 2300-4, due October 1, 1979, had not been received by April 9, 1980 for Allegany Community College.

SOURCE: NCES 2300-4

CURRENT FUNDS REVENUES FISCAL YEAR 1979
MARYLAND COMMUNITY COLLEGES

College	Tuition and Fees	Government Appropriations			Government Grants and Contracts	Other	TOTAL
		Federal	State	Local			
Allegany	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Anne Arundel	2,290,386	-	3,428,349	2,706,660	353,823	654,995	9,434,213
Baltimore	2,530,499	-	5,143,291	4,435,454	2,116,359	1,658,781	15,884,384
Catonsville	3,456,278	-	5,543,447	4,101,542	1,093,836	1,131,141	15,326,244
Cecil	279,596	1,407	785,052	450,000	144,137	69,575	1,729,767
Charles	954,954	245,206	2,198,140	1,060,665	347,991	763,073	5,570,029
Chesapeake	419,113	42,213	1,227,764	714,831	194,806	173,189	2,771,916
Dundalk	689,647	-	1,765,775	2,161,357	425,345	223,256	5,265,380
Essex	2,982,769	58,837	4,795,441	3,472,292	1,011,287	875,382	13,196,008
Frederick	590,608	-	797,661	896,817	39,247	182,324	2,506,657
Garrett	216,255	-	709,937	498,612	511,980	85,854	2,022,638
Hagerstown	849,530	-	1,176,664	985,000	408,465	272,271	3,691,930
Harford	1,503,955	-	2,140,020	1,690,000	607,068	666,533	6,607,576
Howard	774,531	-	1,201,688	1,290,000	37,089	250,847	3,554,155
Montgomery	8,169,517	-	8,156,804	8,840,618	760,478	2,509,295	28,436,712
Prince George's	4,870,279	-	6,697,815	3,875,000	2,024,633	410,262	17,877,989
Wor-Wic Tech	154,188	-	413,027	178,531	697,213	60,023	1,502,982
TOTAL	$30,732,105	$ 347,663	$46,180,875	$37,357,379	$10,773,757	$ 9,986,801	$135,378,580

NOTE: Form 2300-4, due October 1, 1979, had not been received by April 9, 1980 for Allegany Community College.

SOURCE: NCES 2300-4

PHYSICAL PLANT ASSETS AT END OF FISCAL YEAR 1979
MARYLAND COMMUNITY COLLEGES

College	Land	Buildings	Equipment	TOTAL
Allegany	$ -	$ -	$ -	$ -
Anne Arundel	1,572,787	13,598,048	3,643,539	18,814,374
Baltimore	272,677	20,250,012	2,718,100	23,240,789
Catonsville	1,715,592	11,657,161	3,270,636	16,643,389
Cecil	20,176	3,388,691	693,041	4,101,908
Charles	176,227	7,614,055	830,130	8,620,412
Chesapeake	340,197	5,518,252	1,382,149	7,240,598
Dundalk	313,537	7,684,674	2,570,982	10,569,193
Essex	1,620,741	19,420,665	3,230,135	24,271,541
Frederick	792,492	3,676,715	858,573	5,327,780
Garrett	84,440	1,715,292	1,501,581	3,301,313
Hagerstown	885,725	6,360,984	1,740,018	8,986,727
Harford	450,000	7,190,843	1,859,977	9,500,820
Howard	550,137	11,090,899	1,125,724	12,766,760
Montgomery	6,506,953	39,380,722	10,791,028	56,678,703
Prince George's	2,492,439	19,394,283	3,650,909	25,537,631
Wor-Wic Tech	-	-	219,333	219,333
TOTAL 1979	$ 17,794,120	$177,941,296	$ 40,085,855	$235,821,271
TOTAL 1978	$ 17,089,574	$167,635,732	$ 37,433,018	$222,158,324
TOTAL 1977	$ 16,393,653	$159,201,598	$ 33,482,808	$209,078,059
TOTAL 1976	$ 15,557,985	$146,702,832	$ 27,769,443	$190,030,260
TOTAL 1975	$ 14,760,430	$116,296,921	$ 23,867,330	$154,924,681
TOTAL 1974	$ 8,904,576	$104,149,324	$ 19,921,586	$132,975,486
TOTAL 1973	$ 7,223,690	$ 96,683,972	$ 16,729,170	$120,636,832
TOTAL 1972	$ 5,163,300	$ 74,988,270	$ 15,977,104	$ 96,128,671
TOTAL 1971	$ 5,441,594	$ 70,300,900	$ 12,403,402	$ 88,145,896

NOTE: Form 2300-4, due October 1, 1979, had not been received by April 9, 1980 for Allegany Community College.

SOURCE: NCES 2300-4

Table 14-B

CAPITAL CONSTRUCTION STATE BOND AUTHORIZATIONS
MARYLAND COMMUNITY COLLEGES

	Year of Authorization	Amount
Local community colleges:	1979	$ 2,000,000
	1978	-
	1977	-
	1976	-
	1975	10,000,000
	1974	8,000,000
	1973	-
	1972	10,000,000
	1971	15,000,000
	1970	5,000,000
	1969	10,000,000
	1968	10,000,000
	1967	10,000,000
	1966	-
	1965	-
	1964	15,000,000
	1963	-
	1962	5,000,000
	1961	5,000,000
		$ 105,000,000
Regional community colleges:	1969	$ 3,000,000
	1965	5,000,000
		$ 8,000,000
TOTAL		$ 113,000,000

SOURCE: SBCC

TUITION PER 15-WEEK TERM
MARYLAND COMMUNITY COLLEGES
FISCAL YEAR 1980

College	Service Area	Resident of Service Area		Maryland Resident from Outside Service Area		Out-of-State Resident	
		Per Credit Hour	Per Term	Per Credit Hour	Per Term	Per Credit Hour	Per Term
Allegany	Allegany County	$ 19.00	$ 229.00[1]	$ 40.00	$ 460.00[1]	$ 80.00	$ 900.00[1]
Anne Arundel	Anne Arundel County	19.00	[6]	42.00	[6]	76.00	[6]
Baltimore	Baltimore City	18.00	216.00[5]	36.00	432.00[5]	75.00	900.00[5]
Catonsville } Dundalk } Essex }	Baltimore County	{20.00 - 1 thru 11		{40.00 - 1 thru 11		{84.00 - 1 thru 11	
		{10.00 - over 11[2]		{20.00 - over 11[2]		{42.00 - over 11[2]	
Cecil	Cecil County	14.00	168.00[4]	28.00	336.00[4]	46.00	552.00[4]
Charles	Charles and St. Mary's Counties	17.00	[3]	34.00	[3]	51.00	[3]
Chesapeake }	Caroline, Dorchester, Kent, Queen Anne's, Talbot Counties	{20.00	200.00	{40.00	400.00	{70.00	1,182.00
Frederick	Frederick County	20.00	240.00	40.00	480.00	80.00	960.00
Garrett	Garrett County	15.00	150.00[7]	30.00	300.00[7]	86.00	[3]
Hagerstown	Washington County	15.00	175.00[7]	33.00	400.00[7]	56.00	675.00[7]
Harford	Harford County	19.00	[3]	44.00	[3]	75.00	[3]
Howard }	Howard County	{18.00 - 1 thru 12		{36.00 - 1 thru 12		{72.00 - 1 thru 12	
		{ 9.00 - over 12		{18.00 - over 12		{36.00 - over 12	
Montgomery	Montgomery County	24.00	325.00[5]	50.00	700.00[5]	69.00	775.00[5]
Prince George's	Prince George's County	17.50	[3]	41.00	[3]	71.00	[3]
Wor-Wic Tech	Worcester and Wicomico Counties	15.00	170.00[4]	30.00	340.00[4]	45.00	540.00[4]

Excluded from the above are numerous fees the community colleges charge in addition to tuition.

1 Rate for 15 or more credit hours.
2 Rate for 1 through 11 credit hours; rate for additional credit hours beyond 11.
3 A flat per credit hour rate prevails.
4 Rate for 12 or more credit hours.
5 Maximum rate.
6 Rate for 1 through 15 credit hours; no charge for credit hours beyond 15.
7 Per term rate applies to 12-18 credit hours; additional credits beyond 18 at credit hour charge.

SOURCE: SBCC

Table 16-B

INVENTORY OF TOTAL NET ASSIGNABLE SQUARE FEET BY TYPE OF ROOM
MARYLAND COMMUNITY COLLEGES
1970 - 1979

College	Classroom	Laboratory	Office	Study	Special Use	General Use	Support	Health Care	Unclassified	TOTAL NASF
Allegany	50,251	58,232	23,708	16,501	34,224	20,860	5,778	-	-	209,554
Anne Arundel	29,507	56,250	44,774	9,601	34,420	17,860	7,126	231	-	199,769
Baltimore:										
Liberty	33,508	53,054	43,340	19,506	26,391	22,570	9,463	508	-	208,340
Harbor	28,979	31,098	28,911	15,594	1,224	3,171	4,783	411	-	114,171
Catonsville	49,540	45,208	74,067	28,486	66,095	32,164	11,024	436	-	307,020
Cecil	6,966	7,416	6,460	2,804	15,291	2,860	1,256	-	-	43,053
Charles	13,527	13,483	20,781	18,145	27,145	7,576	6,384	-	-	107,041
Chesapeake	14,627	27,819	14,262	6,871	25,318	8,327	3,781	-	-	101,005
Dundalk	12,049	11,327	20,123	12,451	35,754	18,242	4,061	446	-	114,453
Essex	46,034	56,710	51,958	22,081	63,090	37,281	13,249	440	-	290,843
Frederick	13,380	15,135	12,158	9,070	18,278	9,736	1,955	-	-	79,712
Garrett	12,147	19,500	7,702	3,840	8,736	6,937	1,600	-	-	60,462
Hagerstown	17,972	26,531	19,672	13,957	17,766	17,211	3,682	214	-	117,005
Harford	14,978	22,851	26,003	17,470	38,485	17,506	10,393	488	-	148,174
Howard	12,860	20,527	21,111	16,768	29,920	17,820	1,603	370	-	120,979
Montgomery:										
Rockville	54,489	94,436	75,646	55,953	64,899	53,315	11,624	463	-	410,825
Takoma Park	19,592	40,651	29,634	23,904	31,017	10,395	4,842	596	-	160,631
Germantown	12,307	28,448	21,291	14,033	18,950	8,706	6,654	326	-	110,715
Prince George's	61,058	62,179	58,610	11,229	24,044	72,607	11,161	1,119	-	302,007
Wor-Wic Tech	-	-	-	-	-	-	-	-	-	-
TOTAL 1979	503,771	690,855	600,211	318,264	581,047	385,144	120,419	6,048	-	3,205,759
TOTAL 1978	503,510	678,810	596,748	303,034	548,304	375,650	113,524	4,745	-	3,124,325
TOTAL 1977	462,024	639,910	544,700	291,530	487,107	351,113	95,027	4,271	-	2,875,682
TOTAL 1976	439,943	601,109	500,811	286,928	463,870	337,700	96,002	3,495	39,396	2,769,254
TOTAL 1975	360,617	536,674	419,809	216,181	440,483	336,922	81,155	3,225	12,025	2,407,091
TOTAL 1974	333,813	472,628	390,782	212,861	415,251	295,393	83,920	2,813	23,801	2,231,262
TOTAL 1973	331,375	435,229	357,149	225,224	385,445	288,610	81,046	4,743	22,371	2,131,192
TOTAL 1972	328,481	409,708	329,521	230,843	379,161	257,232	66,702	126	54,798	2,056,572
TOTAL 1971	329,346	415,189	307,196	171,660	353,459	236,847	66,899	580	18,227	1,899,403
TOTAL 1970	306,209	322,887	264,075	157,464	257,069	266,917	85,716	2,972	12,266	1,675,575

NASF = Net assignable square feet

SOURCE: CCL2-Table I

EMPLOYEES BY COLLEGE AND FUNCTIONS
MARYLAND COMMUNITY COLLEGES
AS OF OCTOBER 31, 1979

College	Administrative				Instructional				Other Professional				Support				TOTAL ALL FUNCTIONS				TOTAL EMPLOYEES	
	Minority		White		Minority		White		Minority		White		Minority		White		Minority		White			
	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T	F-T	P-T
Allegany	-	-	10	-	-	1	94	12	-	-	-	-	-	-	56	1	-	1	160	13	160	14
Anne Arundel	1	-	15	-	7	8	165	145	3	3	15	-	40	21	251	24	51	32	446	169	497	201
Baltimore	11	-	21	-	45	146	119	281	13	10	23	16	97	20	59	14	166	176	222	311	388	487
Catonsville	2	-	34	-	9	16	208	203	5	-	39	-	28	7	145	17	44	23	426	220	470	243
Cecil	-	-	13	-	1	1	20	53	1	-	4	-	1	-	28	5	3	1	65	58	68	59
Charles	-	-	13	-	4	7	35	172	2	-	19	2	18	1	67	3	24	8	134	177	158	185
Chesapeake	-	-	16	-	4	-	23	4	1	-	9	2	11	-	30	5	16	-	78	11	94	11
Dundalk	2	-	22	-	7	6	38	88	-	1	5	-	15	1	70	15	24	8	135	103	159	111
Essex	1	1	24	-	5	3	160	237	2	-	28	3	11	-	207	18	19	4	419	258	438	262
Frederick	1	-	17	-	2	-	28	35	-	-	2	-	2	1	43	4	5	1	90	39	95	40
Garrett	-	-	7	-	-	-	22	30	-	-	-	-	-	-	37	2	-	-	66	32	66	32
Hagerstown	-	-	15	-	2	2	54	61	-	-	7	-	-	-	52	6	2	2	128	67	130	69
Harford	-	-	21	-	1	1	78	108	-	-	-	-	13	-	99	17	14	1	198	125	212	126
Howard	4	-	18	-	4	7	37	94	-	-	-	-	18	4	52	16	26	11	107	110	133	121
Montgomery	7	-	49	-	13	29	365	392	3	-	50	-	106	-	368	-	129	29	832	392	961	421
Prince George's	8	-	29	5	22	28	212	330	3	-	13	-	76	117	169	208	109	145	423	543	532	688
Wor-Wic Tech	-	-	8	-	-	3	17	43	-	-	-	-	1	-	10	-	1	4	35	43	36	47
TOTAL	37	1	332	5	126	258	1,675	2,288	33	14	214	23	437	173	1,743	355	633	446	3,964	2,671	4,597	3,117

F-T = Full-time
P-T = Part-time

SOURCE: SBHE E-1

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